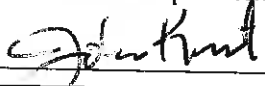
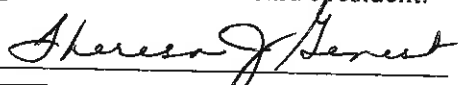
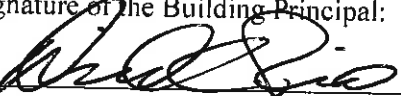


SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: ROSEVILLE COMMUNITY SCHOOLS	Applicant's Mailing Address: 18975 Church Street Roseville, Mi 48066
LEA Contact for the School Improvement Grant Name: Michael LaFeve Position and Office: Assistant Superintendent for Instruction Contact's Mailing Address: 18975 Church Street, Roseville, MI 48066 Telephone: 586-445-5508 Fax: 586-445-5813 Email address: mlafeve@roseville.k12.mi.us	
LEA School Superintendent/Director (Printed Name): John R. Kment	Telephone: 586-445-5505
Signature of the LEA School Superintendent/Director: X 	Date:
LEA School LEA Board President (Printed Name): Theresa J. Genest	Telephone: 586-445-5505
Signature of the LEA Board President: X 	Date:
Building Principal (Printed Name): David Rice	Telephone: 586-445-5600
Signature of the Building Principal: X 	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

Di District Name:
ISD/RESA Name:
ROSEVILLE
MACOMB I.S.D.

District Code: 50
ISD Code: 030

FY 2010
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA that will implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- ☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- ☒ **2 Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- ☐ **Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- ☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools (Attachment I), an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

1. Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school.

The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CAN.)

After being notified by the State in April, 2010, our district began meeting with the major stakeholders which included central administration, building administration, school board members, union representation, staff, and the Macomb Intermediate School District. On May 6, 2010 a group of stakeholders attended the Michigan Department of Education "Race to the Top" meeting in Lansing. The stakeholders met and determined that the district should use the transformation model after using the state decision-making and planning tool. Each individual stakeholder analyzed the school profile which included building performance data and answering the key questions under each model.

The district will have in place a system-wide framework for disaggregating data from multiple sources to help identify achievement gaps. The district will use Data Director as its main source of disaggregating data. The district will use state, commercially developed and locally developed assessments to determine areas of need. This data will be gathered and monitored throughout the school year using common assessments. Individual student data will be analyzed from year to year to ensure individual student growth. The district will use this data to make changes in the instruction and curriculum to best meet the academic needs of our student population.

The district will develop an evaluation process with support from the Macomb Intermediate School District that determines teacher effectiveness utilizing student achievement data as one of the criteria. Evaluation of building leaders including administration will be based on student achievement data. The district will provide necessary professional development to staff and also monitor its implementation by observation and data analysis. The district will report its findings to the school board and other stakeholders including parents. The district will provide social work and counseling services to the students. The district will also provide referrals to outside service providers when necessary.

The building will continue to collect perception data from staff, parents, students and community members on an annual basis and analyze it for the purpose of improving the school culture. The district will utilize a web-based survey called "Survey Monkey" to gather this data. These results will be disseminated to the major stakeholders annually. School leaders along with students, staff, community leaders, union representation and

parents will be involved in the planning, monitoring and evaluation of the school improvement plan. These stakeholders will be invited to all planning meetings and have a voice in the decision-making process. The district will evaluate policies and procedures to determine if any changes are required. The changes in these policies will be shared with the major stakeholders.

Several methods will be used to collect and analyze data including Data Director, AIMSweb and SuccessMaker software programs. These methods will provide longitudinal and current data on student performance. This data will be evaluated periodically giving us valid information on student performance to help determine if our selected intervention models are successful. The district will adopt and implement the RTI model to determine the levels of intervention for each individual student using the data collected four times per year. All students will be assessed in the fall to determine the level of intervention needed. All students will be placed in one of three tiers that have a prescribed level of intervention. All students will be if additional interventions are needed. Opportunities for our gifted and talented students are available in Advanced Mathematics and Foreign Language programs. Additional opportunities are being developed. After each evaluation, parents will be informed of the student's progress.

The district will be working with the Macomb Intermediate School District using the *Adaptive Schools Model* which is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.

2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

Roseville Community Schools annually reviews staffing distribution, allocation of fiscal resources, and state and federal grants to determine equity and need. Programs, staffing, professional development, parent involvement and other resources are designed to improve academic achievement. Federal, state and local resources are allocated based on building goals which are created using the results of each building's data profile analysis/comprehensive needs assessment. A district level analysis is also completed.

Principals and the Assistant Superintendent meet to discuss appropriate allocations. Simply put, allocations are determined based on data review, research, and best practice. During the past year, district-funded initiatives have been allocated to employ a data analyst, upgrade technology, identify Tier II and III students through various assessments, as well as provide extended day and year learning opportunities to all students. In the upcoming year, funds are being directed toward assigning staff at both the middle and high school levels to provide multi-tier interventions for struggling learners.

Note: If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. Notifications must include both signatures to be considered.

The notification must include the following:

- *A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve. http://www.advanced.org/mde/school_improvement_tasks/docs/edges_report_template.doc*
- *Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels*
- *A completed rubric (Attachment IV) scored by the Process Mentor team detailing specific areas of lack of capacity*

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to:

a. Design and implement interventions consistent with the final requirements

Requirement 2

Use of evaluation systems that take into significant account data on student growth as well as other factors

Roseville Middle School has demonstrated their commitment to using data and scientifically based research to guide tiered instruction for all students in a variety of ways. Collaboration efforts involving staff, administration and Macomb Intermediate School District consultants resulted in the staff deciding to change their school improvement strategies to robust data-driven research-based initiatives, programs and assessment tools, including Benchmark Universal Screening, SuccessMaker, AIMSweb, Data Director, Carnegie Learning, Cognitive Tutor Software, locally

developed assessments and Progress Monitoring. These protocols will empower the staff to diagnose student needs in a timely fashion and adjust instruction and implement necessary interventions to make significant gains in achievement.

The district will be working with the Macomb Intermediate School District using the *Adaptive Schools Model* which is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.

Tools and Talk are data, reflective dialogue, and action for classrooms and school improvement. This training will help schools use protocols that ignite conversations among colleagues about classroom practices that lead to school improvement and greater student achievement. These conversations will center on change. The tools generate data that may serve as valuable benchmarks for school leadership teams' consideration and action.

- Administrators and teachers will participate in a 2-day ***Tools and Talk*** professional development to provide administrators and teachers with a set of protocols and common language to support self reflection by teachers regarding their classroom practices.
- Teachers/Administrators will examine protocols to gain and understanding of the quality instructional benchmarks listed.
- Teachers will meet with administrator/coach sharing content gleaned from a classroom observation. Observer will use the classroom protocol data to conduct a dialogue exchange. *This training is referenced in Attachment F.*

B3-C Factors in teacher evaluation

Study committees have been convened by the Macomb Intermediate School District, the Michigan Association of School Personnel Administrators and other professional organizations, to develop new or modified evaluation systems that will comply with the requirements of Sections 1249 and 1250 of the Michigan School Code.

Representatives of both Administration and the Roseville Federation of Teachers are participating with these various committees.

In addition, Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code, which mandates the inclusion of student growth data as a significant component of annual teacher

and principal/administrator evaluations. (Attachment II, pg. 160)

The Macomb County committee is now working to create a companion document that will address the requirements of Section 1250 of the Revised School Code. Section 1250 directs the district to consider job performance and job accomplishments, as assessed in the annual evaluations, as a significant factor in determining compensation or additional compensation for teachers and principals/administrators.

While details of the plan have yet to be worked out, the district and the teachers' union have developed a preliminary list of incentives that may be used for teachers who have increased student achievement.

- Opportunity to attend a professional conference or in-service
- Additional classroom supplies that may enhance the teacher's lesson delivery beyond the normal classroom plan.
- Reserved parking for a specified period of time.
- Tickets to district events, such as the Scholarship Foundation Dance or Scholarship Foundation Golf Outing.
- A lunch or multiple lunches at the district hospitality restaurant, the L.B. Williams Room.
- Clerical support for the day that will include, but not be limited to, making copies and the typing assignments or tests.
- A gift card from a variety of local food establishments and/or entertainment venues.

Administration is currently in negotiations with the Roseville Federation of Teachers to establish guidelines and procedures for the revised evaluation process, with the intent of having a finalized document by August 1, 2011. The focus for both sides is adoption of a format that will assess a broad range of teaching standards, as exemplified by the Charlotte Danielson evaluation model. The parties have adopted a formal Letter of Agreement outlining their plan. Representatives of the Principals and Directors organizations are involved in similar discussions with Central Office, in regard to the annual evaluations of principals/administrators.

The district and the Roseville Federation of Teachers have agreed to a schedule of negotiation sessions, designed to meet the requirements of the revised school code sections 340.1249, 340.1250, and 340.1280c. The first meeting will be held the week of February 21, 2011, with subsequent sessions planned biweekly until agreement is reached on a modified teacher evaluation process. The deadline for achieving resolution is August 1, 2011.

TO: Michael LaFave, Assistant Superintendent
FROM: Gary Scheff, Roseville Federation of Teachers, President
Rebecca Vasil, Deputy Superintendent
RE: Administrative Right of Assignment
DATE: October 11, 2010

The following sections of the 2010-2011 collective bargaining agreement between the Roseville Federation of Teachers and the Roseville Community Schools confirm the district's longstanding ability to involuntarily reassign teachers, without consideration of seniority. The placements can be made in response to a variety of circumstances, including: state or federal mandates; external accreditation standards; a showing of cause, etc.

- Article VII, Section 10 - If, as the result of state or federal mandates, a school within the district must undergo restructuring, administration reserves the right to reassign staff, with input from the union.
- Article VII, Section 1, A, 1 - Qualifications for elementary and secondary classroom positions shall be defined as a provisional, permanent or continuing elementary or secondary teaching certificate with endorsement (s) in the required subject area (s), and shall comply with state and federal mandates.
- Article VII, Section 3, f - Teachers assigned to the High School shall meet North Central Standards for the subject and/or grade assigned. Failure to meet such standards may result in a reassignment within the department (building/district); a transfer within the teacher's endorsed fields, or assignment to a 7th, 8th or 9th grade position.
- Article VII, Section 2, D - Involuntary reassignment by the Deputy Superintendent will be permitted to prevent the layoff of more senior teachers, to avoid the employment of new personnel during periods of reduction in force, or with a showing of cause. Administration will meet with a representative of the union prior to an involuntary reassignment.
- Article VII, Section 2, L - Whenever a teacher is transferred involuntarily, said teacher may request a showing of cause by the administration or Board of Education, whichever initiated such transfer. The teacher shall appeal in writing to the principal within ten (10) days after the effective date of the transfer if the teacher wishes to protest the transfer formally.

Questions about any aspect of this memo can be directed to Gary Scheff at (586) 445-5899 or Rebecca Vasil at (586) 445-5513.

Roseville Federation of Teachers

The parties agree to negotiate a revised process for the annual evaluation of all teachers that will incorporate the requirements of the Revised School Code Sections 380.1249 (inclusion of student growth data as a significant factor in the evaluation), 380.1250 (use of job performance and job accomplishments, including student growth, as significant factors in determining compensation and additional compensation) and 380.1280c (requirement for collective bargaining).


The parties will use the Teacher Evaluation Parameters developed by the combined MISD/AFT-MI/MEA committee and the Charlotte Danielson teacher evaluation standards as models for negotiation discussions.

The parties further agree to reach resolution no later than August 1, 2011.

Roseville Community Schools

Rebecca Vasil
Deputy Superintendent

Roseville Federation of Teachers

 1-12-11
Gary Scheff
President Date

It should be noted that support staff such as paraprofessionals, clerical and ancillary staff is not held responsible for student achievement. They are used primarily as management support through discipline, technology, student monitoring during high traffic times, such as passing times, lunch, and student drop-off and pick-up.

Special education teachers work under the same agreement identified and signed by the union president currently in the application.

Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.

Roseville Middle School staff and administration have mutually agreed to an Adaptive Schools model that encourages professional learning communities and increases the opportunity for staff led decision making and shared decision making.

Roseville Middle School staff will attend training and implement the *Adaptive Schools Model*. This model will increase and support staff collaboration, team building and cultural shifting to build the capacity of Roseville Middle School to focus and implement the School Improvement Plan. Our team of six teachers will provide leadership for the remainder of the staff to integrate PLC ideologies into our school community.

Another opportunity for staff leadership includes a second team of three teachers that are attending "*Facilitators of School Improvement*" to bring to the staff the concept of data-driven decision making for our students and community. Both of these are a series of intensive training that ingrains school leadership and decision making in staff members.

These sessions will support schools with their school improvement process including working with Michigan's School Improvement Framework, Professional Learning Communities, North Central Accreditation and the Education Yes!

Roseville Middle School has made the commitment to mirror the goals of the Redesign Plan with the goals of the School Improvement Plan. The number of committees was increased to give teachers an increased leadership opportunity in their school. Each committee is headed by at least one chairperson, but many of the committees have co-chairs. This decision has increased leadership opportunities further for the teaching staff.

The description and role of the committees was distributed to the staff and they selected the committee for which they felt their strengths were best suited to serve the school and student body. A total of twelve staff members are now committee chairs that assist in decision making, data dissemination, and information distribution to the entire staff. This has made our transition to an adaptive school plan more fluid.

Reading Committee

Research and present basic practices for reading

Implementation of school-wide initiatives within your committees focus area – model

Report and refocus to body as a whole

Monitor and analyze SIP/SIG goals within focus area

Develop calendar for introduction and implementation of said initiatives

Math Committee

Research and present basic practices for reading

Implementation of school-wide initiatives within your committees focus area – model

Report and refocus to body as a whole

Monitor and analyze SIP/SIG goals within focus area

Develop calendar for introduction and implementation of said initiatives

Writing Committee

Research and present basic practices for writing

Implementation of school-wide initiatives within your committees focus area – model

Report and refocus to body as a whole

Monitor and analyze SIP/SIG goals within focus area

Develop calendar for introduction and implementation of said initiatives

Data Committee

Data Director and uses

AimsWeb test delivery and analysis

Monitor statistically relevant info – attendance/behavior patterns

Develop and deliver staff and student surveys

Affective Committee

Monitor and chart behavior patterns

Programs to improve

Respect initiatives

Attendance and discipline statistical tracking

Anti-bullying initiatives

Stakeholder Committee

Parent involvement options

Community communication

Positive aspects of our school

Event development (How to Help Middle School Students with Homework workshop, 3 for Me, etc.)

Surveys of public

Technology Committee

Increase technology in the building

Increase technology use in the building

Increase technology use in the building by students

Train staff on technology as needed (set up P.D.)

Opportunities for Career Growth/Leadership at Roseville Middle School for Teaching Staff	
Teacher-in-Charge/Acting Principal	1 position
School Improvement Chair Person	1 position
Reading School Improvement Committee Chair	2 positions
Writing School Improvement Committee Chair	2 positions
Stakeholder School Improvement Committee Chair	1 position
Technology School Improvement Committee Chair	1 position
Math School Improvement Committee Chair	2 positions
Data School Improvement Committee Chair	2 positions
Affective School Improvement Committee Chair	2 positions
Math Department Head	2 positions
English Department Head	1 position
Science Department Head	1 position
Social Studies Department Head	1 position
Building Child Study Coordinator	1 position
Special Education MEAP Coordinator	1 position
IEP Coordinator	1 position
Building 504 Coordinator	1 position
Attendance Appeal Committee	2 positions
Behavior Review Committee	2 positions
Summer Math Camp Coordinator	1 position
Summer Reading Camp Coordinator	1 position
Facilitators of School Improvement Team	2 positions
Adaptive Schools Team	6 positions
Faculty Council	11 positions
Total Opportunities for Teacher Career Growth/Leadership	48 positions for 34 staff members

In order to effectively work as a cohesive team the building administration and teaching staff have agreed to items on the Macomb County Walkthrough form below. The activities, instructional practices, and check-list approach allow principals the ability to quickly identify practices within any given classroom at any given time. Teachers have a clear understanding of exactly what building administration will be looking for during both quick classroom observations and extended observations used during the teacher evaluation process.

Macomb County Walkthrough

Teacher:	Grade:	Course:
Class Type:		Observer:
Observation Date:	<input type="checkbox"/> First third <input type="checkbox"/> Middle third <input type="checkbox"/> Last third	Approximate number of students oriented to work <input type="checkbox"/> All/Most <input type="checkbox"/> About 3/4 th <input type="checkbox"/> About Half <input type="checkbox"/> About 1/4th <input type="checkbox"/> Few//None
Observation Time:		

Stated Objective / Core Standard	Observed Objective / Core Standard	Congruence <input type="checkbox"/> Congruent <input type="checkbox"/> Partial <input type="checkbox"/> Non-congruent
---	---	---

DOMINANT STUDENT ACTIVITY <i>(Mark one in first column. Mark all those observed in second column.)</i>			DOMINANT TEACHER ACTIVITY
<input type="checkbox"/> Large group work <input type="checkbox"/> Small group work <input type="checkbox"/> Individual work <input type="checkbox"/> Other _____	<input type="checkbox"/> Warm Up/Review <input type="checkbox"/> Watching video <input type="checkbox"/> Using technology <input type="checkbox"/> Taking assessment <input type="checkbox"/> Lab / Activity	<input type="checkbox"/> Reading (see below) <input type="checkbox"/> Writing (see below) <input type="checkbox"/> Dialogue _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group <input type="checkbox"/> Individual work <input type="checkbox"/> Monitoring student work <input type="checkbox"/> Other _____

POWERFUL INSTRUCTIONAL PRACTICES: <i>(Mark all noted)</i>	
<input type="checkbox"/> Connects prior learnings in relation to new <input type="checkbox"/> Provides relevant information and examples <input type="checkbox"/> Uses quality questioning techniques <input type="checkbox"/> Uses metacognition and modeling <input type="checkbox"/> Elicits active participation <input type="checkbox"/> Checks for understanding	<input type="checkbox"/> Provides guided practice with corrective feedback <input type="checkbox"/> Uses feedback that promotes learning <input type="checkbox"/> Compares, contrasts, classifies (student) <input type="checkbox"/> Has talk which is positive (learning environment) <input type="checkbox"/> Provides for differentiated learning <input type="checkbox"/> Provides opportunities for student inquiry

Reading Analysis			
Types of Text Reading	Levels of Inquiry	Interpretation	Analysis
<input type="checkbox"/> Recreational (Fiction) <input type="checkbox"/> Textual (Non-Fiction) <input type="checkbox"/> Functional (Real World)	Initial/Basic <input type="checkbox"/> Special Detail <input type="checkbox"/> Action, Reason, Sequence	<input type="checkbox"/> Inference <input type="checkbox"/> Extended Meaning	<input type="checkbox"/> Critical Anal. <input type="checkbox"/> Strategies

Writing Analysis		
Modes of Discourse	Response to Content	Personal Reflection
<input type="checkbox"/> Argument <input type="checkbox"/> Informational <input type="checkbox"/> Personal Narrative	<input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Workbooks <input type="checkbox"/> Constructed Response <input type="checkbox"/> Answer Questions <input type="checkbox"/> Quickwrite <input type="checkbox"/> Other	<input type="checkbox"/> Journaling <input type="checkbox"/> Blogging <input type="checkbox"/> Quickwrite

Other comments (if more space needed, use the back side of this sheet):

The Principal, with the support of the Superintendent and Roseville Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the RMS building philosophy. Assignment to the school will be made based on the mutual consent of the Principal and the Teacher, and will be made without regard to seniority. For further information with regards to this agreement please references the October 11, 2010 memo that defines the district ability to assign teachers administratively located in Attachment E.

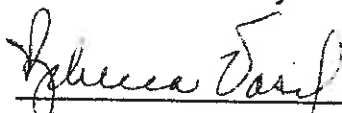
It is important to note that Roseville Community Schools is also committed to the principal evaluation being connected to student achievement as evidenced in the Letter of Agreement below.

Letter of Agreement
between
Roseville Community Schools
and the
Roseville Principals Association

The parties agree to negotiate a revised process for the annual evaluation of all principals that will incorporate the requirements of the Revised School Code Sections 380.1249 (inclusion of student growth data as a significant factor in the evaluation), 380.1250 (use of job performance and job accomplishments, including student growth, as significant factors in determining compensation and additional compensation), and 380.1280c (requirement for collective bargaining).

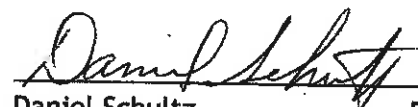
The parties further agree to reach resolution no later than August 1, 2011.

Roseville Community Schools


Rebecca Vasil
Deputy Superintendent

1/14/11
Date

Roseville Principals Association


Daniel Schultz
President

1-14-11
Date

B3-D Increased time for student learning and staff collaboration

Increasing Learning Time and Mechanisms for Community-Oriented Schools

Requirement 1

Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.

The Roseville school district has agreed to regular collaboration time for the Roseville Middle School staff. The collaboration time is expected to be at least one day per month in which students would start later in the day and teachers would work on teaching strategies, data collection and analysis, professional development and department progress in the area of common tests, strategic initiatives across the curriculum and input into our data systems.

The district has implemented multiple initiatives to provide increased learning time for all of our students, as well as increase collaboration time for our entire staff. Our Summer Math Camp is a five-week program for all of our middle school students that utilize instruction with an emphasis on hands-on activities and the Carnegie Math – Cognitive Tutor software. Our Literacy Improvement Program will be scheduled at the end of the summer and extended after the school day through mid-October for all students. After-school tutoring and/or Credit Recovery will be offered daily throughout the school year.

Roseville Middle School will increase the school day by a minimum of 20 minutes per day. Our current schedule begins at 7:45 a.m. and ends at 2:40 p.m. The extended learning time will be a solid block at the beginning or end of the day, but the time may be split at both ends of the day for bussing purposes. Such a schedule might be 7:35 a.m. to 2:55 pm.

As the producer of the master schedule, Dave Rice, the building principal, will build a schedule in such a way that will allow for the stacking or blocking of multiple classes where needed, that will increase time in core areas. This will include, but not be limited to, attack classes in math and ELA abutting up to core area classes in the same grade level. He will attempt to schedule common preps for multiple core area teachers to collaborate on cross-curricular units or identification of students' strengths and weaknesses.

Extended Learning Time Summary

Activity	Support	Hours
Before/After School Tutoring	All students ELA/Math/Science	155
Summer Literacy Camp	All students ELA	44
Summer Math Camp	All students Math	60
Credit Recovery	At-risk students	72
Added Instruction Time	All students	60
	TOTAL	391

Administrators, staff, and parents have worked collaboratively with consultants employed by our primary external service provider, the Macomb Intermediate School District, to develop and implement interventions in a three tiered model that support data driven decision making and research based best practices for our students.

Letter of Agreement
between
Roseville Community Schools
and the
Roseville Federation of Teachers

In compliance with the State School Reform/Redesign Plan, the parties agree to add a minimum of 20 minutes of increased learning time per day (approximately 60 hours/year or 8.5 days/year) at Roseville Middle School. The extra time will impact academic teachers, elective teachers, special education teachers, counselors, and other support teachers.

The addition time will be used for (a) instruction for all students in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction for all students in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

The daily increase in learning time will be in addition to other extended year and after school opportunities available to students and staff, and listed within the school district's School Reform/Redesign Plan.


Teachers will be compensated for the added time based on their contractual hourly rate.

The plan will be finalized by August 2011, and implemented for the 2011/2012 school year.

Roseville Community Schools

Rebecca Vasil
Deputy Superintendent

Roseville Federation of Teachers

 1-12-11
Gary Scheff Date
President

b. Select external providers from the state's list of preferred providers

The Roseville Community Schools has chosen the Macomb Intermediate School District, Pearson, and McGraw-Hill as its external service providers. We will work with the Michigan Department of Education and the MISD to select additional approved external service providers as necessary.

c. Align other resources with the interventions

To assure that all resources are aligned with the interventions, staff will receive training and professional development on the strategies that we are implementing. The Assistant Superintendent and Curriculum Director will work with the Roseville Middle School Administration and School Improvement Team to coordinate all the interventions associated with the transformation model.

Bi-lingual programs through the MISD provide academic tutors for our English Language learners.

Roseville Middle School will use co-teaching opportunities to provide the least restrictive environment. Co-teaching is a best practice approach for ensuring that all students make progress in the general curriculum. Professional development for co-teaching is included in the timeline below. The Co-Teaching Workshop will provide detailed information about effectively planning, implementing, and evaluating co-teaching practices. Participants will explore both the conceptual and operational aspects of this innovative approach including collaborative skills that can help co-teaching teams succeed.

In order to ensure that the interventions are implemented with fidelity, Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code. A copy of the document is attached.

The Roseville Community Schools is committed to changing policies and practices to transform the culture of Roseville Middle School to support and implement the transformation model. Central Administrators met with the staff at Roseville Middle School to inform them of the School Improvement Grant (SIG) options and select the proper one. The teachers have shown overwhelming support for the transformation model. Approximately twenty staff members, including those that are new to the building, have been working diligently to develop a robust school improvement plan that supports the transformation model. The staff commitment has been demonstrated by their decision to change their school improvement goals and strategies to mirror this plan.

The district has demonstrated its commitment to the school improvement process in several ways, including the Board of Education (BOE) vote to adopt the transformation model and the appointment of Assistant Superintendent Mike LaFevé as the district SIG coordinator. Board of Education members have attended meetings in Lansing on the Lowest Performing Schools, Superintendent Discussion Groups with the public and Macomb Intermediate School District Board of Education meetings. They are also participating in the Ad Hoc committee meetings to monitor and oversee the transformation model at Roseville Middle School.

Mr. John Kment, Superintendent of Schools, has very clear expectations for the administrators and teachers in the district. He requires principals to submit monthly summaries that report on district and school improvement initiatives such as research-based best practices and the use of technology. Mr. Kment has shown his support of the transformation model in presentations at Board Meetings, Superintendent Discussion Group (stakeholder) meetings and school staff meetings. He also attended meetings regarding the Lowest Performing Schools in Lansing and a meeting on October 1, 2010 at the Roseville Community Schools Central Administration building with Mark Coscarella from the Michigan Department of Education. Mr. Kment has indicated that Roseville Middle School will have the flexibility that it needs to focus on the transformation initiative. He has already given permission for flexibility in scheduling, PLC collaboration time, and additional expenditures.

The Principal, with the support of the Superintendent and Roseville Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the Roseville Middle School building philosophy.

**Student Interventions, Professional Development and Technology Interventions at Roseville
Middle School**

Activity	Activity will Support	Staffing/Materials/Supplies/Equipment needed to support Activity	Cost Estimate	Funding Source	Activity Provider	Timeline for Implementation
Academic Room	Core Academics	1.0 FTE Instructional Aide	\$22,780	Section 31A	RMS staff	Year 1
Literacy coaches	Reading and writing comprehension in core classes	3 literacy coaches @ \$45/hour 2 times per week (12 hours per week) for 36 weeks	\$58,320	School Improvement Grant Years 1/2/3	Macomb ISD	Year 1
After School Tutoring	Extended Learning Time	Teaching staff @ \$22/hour	\$4,226.21	Section 31A Year 1/2/3	RMS Staff	Year 1
Summer Math Camp	Extended Learning Time	Carnegie Licenses, 6 Teachers	\$11,214.35	Section 31A/ MISD Year 1/2/3	RMS Staff	Year 1
Summer Literacy Improvement Camp	Extended Learning Time	Teachers, Transportation	\$6,000	Section 31A Year 1/2/3	RMS Staff	Year 1
Coaching Hour	At-risk students in general education classes	Staffing for a class period per day that every teacher serves as a coach in a core academic classroom in addition to their normal class load.	\$519,259.11	Section 31A Year 1/2/3	RMS staff through 31A funding	Year 1
ELA Attack classes	ELA Tier II and III students	Curriculum	\$84,630.24	Section 31A Year 1/2/3	RMS Staff	Year 1
Math Attack classes	Math Tier II and III students	Curriculum	\$134,973.58	Section 31A Year 1/2/3	RMS Staff	Year 1
Writing Tracker	Tier I students	Training	N/A	N/A	MISD	Year 1
Professional Learning Communities Collaborative Math Training	Math	Substitute teachers	\$2,782	Title II	Macomb ISD	Year 1
Adaptive Schools Model Training	Leadership Capacity of Staff	6 staff @ \$225 Substitutes @ \$100/day		Title II	Macomb ISD	Year 1
Professional Learning Communities Collaborative ELA Training	ELA	Substitute teachers	\$2,763	Title II	Macomb ISD	Year 1
Facilitators of School Improvement Training	School Improvement	Substitute teachers	\$1,675	Title II	Macomb ISD	Year 1
The Principal Series	Leadership Capacity	Support Program	\$75	Title II	Macomb ISD	Year 1
Reading Apprenticeship Training and Program	ELA Tier I students	Substitute teachers, consumables	\$1,600	District Funded Section 31A	Macomb ISD	Year 1/2/3
Corrective Reading Training and program	ELA Tier II and III students	Consumables, training	\$10,957.20	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Expressive Writing Training and program	ELA Tier II and III students	Consumables, training	\$2,353.50	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Read to Achieve Training and program	ELA Tier II and III students	Consumables, training	\$27,620.30	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Reasoning and Writing Training and program	ELA Tier II and III students	Consumables, training	\$14,951.40	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Spelling with Morphographs Training	ELA Tier II and III students	Consumables, training		School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Math Instructional Aides	Math Tier II and III	1@	\$	Section 31A		Year 1/2/3

Ames Web Testing	Student achievement	Training, license fees 575 @ 5.00	\$7,375	School Budget	Pearson	Year 1
Data Director	Data-driven decision-making	Program and training	N/A	N/A	Macomb ISD	Year 1
Power School	Student Achievement and Parent Communication	Program and training	N/A	N/A	Macomb ISD	Year 1
Success Maker		40 licenses @ \$948/license	\$37,920	School Improvement Grant 1/2/3	Pearson	Year 1/2/3
Carnegie	Math Tier I students	150 licenses @ 42.50/license + \$30/student for workbooks	\$10,875	School Improvement Grant 1/2/3	Carnegie	Year 1/2/3
Creation of ELA/Math Designated computer lab	Tier I	40 desktop computers, 2 printers, 2 scanners, consumable computer materials (paper, ink, toner, etc)	\$16,500	Roseville Community Schools District Bond	Roseville Middle School	Year 1
TI-Nspire and Navigator software	Math Tier I, II, III students achievement	160 TI - Nspires and Navigator Training	\$25,000	RMS School Budget	Texas Instruments	Year 1/2
Interactive White Boards	Math Tier I, II, III support	5 Interactive White Boards, Software, teacher training	\$9,000	School Improvement Grant	SMART&SES	Year 1/2/3
ELMO Projectors	ELA, MATH Tier I	25 ELMO Projectors	\$14,725	School Improvement Grant	Aver Media	Year 1/2/3
Digital Projectors	Tier I	53 Ceiling Mounted Projectors (\$693/projector, \$169/ceiling mount + electrical costs)	\$45,686	School Improvement Grant	Hitachi	Year 1/2/3
96" Projector Screens	Tier I	53 Projector Screens (\$127/screen)	\$6,731	School Improvement Grant	Draper Luma	Year 1/2/3
Response Card RF	Tier I	1 Response Card RF Classroom Interactive Solution Set	\$1,337	School Improvement Grant	Turning Technologies	Year 1

d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.

In 2006 Roseville Community Schools' stakeholders collaborated on a vision for the future. This vision came to fruition in the form of a \$110 million dollar bond.

Staff members have developed end-of-course assessments based on the ELA Power standards, HSCes, and GLCEs. We are in the process of developing and selecting additional formative and summative assessments which will be accessed through Data Director and used to direct instructional practices. The district is engaged in the process of training staff members to utilize Data Director to collect and disseminate district and school-wide data and has purchased several scanners to aid in this process. The district has a collaborative process to establish which materials need to be purchased. Department and grade-level collaboration is used to review current materials and make recommendations. Funds are allocated to purchase these materials. Bond allocations primarily for computers and infrastructure totaled over eight million dollars.

The Roseville Community Schools Board of Education and the Roseville Federation of Teachers have agreed on a district-wide school improvement plan that is based on the needs of our students, reflects a vision of rapid improvement and allows the

placement of resources, including personnel, into schools that are in the most need of improvement. All Roseville Community Schools' stakeholders share accountability for student achievement results. In order to balance the budget and minimize the elimination of vital programs, all the bargaining units in the district have agreed to significant concessions in order to make cuts totaling approximately \$8.4 million dollars. The district is in the process of developing a committee including Board of Education members, staff, parents and community members to monitor and oversee the implementation of the transformation model.

The Roseville Community Schools is committed to changing policies and practices with regard to Roseville Middle School to implement/support the transformation model. The Superintendent of schools and other central administrators met with the staff at Roseville Middle School to inform them of the School Improvement Grant (SIG) options and select the proper one.

The teachers have shown overwhelming support for the transformation model. Approximately twenty staff members, including those that will be new to the building this fall, have been working diligently to develop a robust school improvement plan that supports the transformation model. The staff commitment has been demonstrated by their decision to change their school improvement goals and strategies to mirror this plan. The district has indicated its commitment in several ways, including the Board of Education's (BOE) vote to adopt the transformation model, BOE and central administration collaboration and support and the appointment of Assistant Superintendent Mike LaFevé to be the district SIG coordinator. In addition, the Superintendent has indicated that Roseville Middle School will have the flexibility to deviate from district professional development to focus on these initiatives.

Roseville Middle School has selected a core group of staff members along with the building principal and assistant principal to train in the Adaptive Schools Model. The seven member team will complete the training and introduce initiatives and activities to the rest of the staff in hopes of building a collegial atmosphere. This approach will allow our school to take a professional learning communities approach to share decision making and program implementation.

e. Sustain the reforms after the funding period ends.

The Roseville Community Schools is willing to work with an external provider to review the district's budget and identify potential funds to support these initiatives. The district will sustain these initiatives for all students at Roseville Middle School through the use of district funding and other grant sources once the SIG is phased out. 31A or at-risk dollars will provide additional support for our struggling students. Professional development to support these initiatives will be phased out

where possible as our teachers will train new staff members, software and technology will have been purchased and will only require updates and maintenance.

The Roseville Community Schools and Roseville Middle School will participate in reporting data and sharing successful strategies and best practices as required by the Michigan Department of Education. In addition, Roseville Middle School staff will cooperate and collaborate with the MDE facilitators/monitors.

As the initiatives and strategies in the continuous School Improvement Plan become a part of the Roseville Middle School culture, the need for external supports will be decreased. The principal and staff will take more and more responsibility for the SIP and direct external oversight will no longer be needed. Roseville Middle School (RMS) will continue to use the state SIP tool to ensure that the needed initiatives are continued after the life of the School Improvement Grant. The stakeholder steering committee will continue to oversee and review the RMS School Improvement Plan periodically to ensure sustainability.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

Roseville Middle School will engage in a comprehensive approach to strategies that will enhance the teaching environment. It is evident that we need to make strides in math and ELA classes, as well as improving our data-driven decision making when it comes to our students and levels of interventions needed. We will be focusing on the "how" and "why" of teaching, as well as the "what" that has been stressed so urgently in our state and school district over the past several years.

The professional development plan includes, but is not limited to, Reading Apprenticeship strategies, Close and Critical Reading, Corrective Reading, Spelling with Morphographs, SuccessMaker, and Read to Achieve. While these strategies are all part of the ELA curriculum, we will be teaching them as cross-curricular tools for the entire staff. Bi-lingual programs through the MISD provide academic tutors for our English Language learners.

The math department will engage in Carnegie training, TI-Inspire and Navigator training that will enhance learning for students at all levels. Math teachers will also be meeting regularly with leaders from the MISD to sharpen their in-class teaching practices in such areas as delivery, testing, and re-testing for the evidence of mastery in the subject area.

School-wide professional development includes Professional Learning Communities Workshops, SuccessMaker training, Corrective Reading training, collaborative time with each other and coaches from the MISD, AIMSweb training, Data Director

training, Adaptive Schools workshops, and regular update meetings by the principal and assistant principal.

*A Trainer-of-trainers at Roseville Middle School will be identified for each activity & strategy so that training for new and transferring teachers can continue.

Professional Development Timeline 2011 – 2012 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ Close and Critical Reading Training ➤ Corrective Reading Training ➤ Expressive Writing Training ➤ Spelling with Morphographs Training ➤ Reading Apprenticeship Training ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches ➤ SuccessMaker Training 	<ul style="list-style-type: none"> ➤ Carnegie Training ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Writing Tracker Training 	<ul style="list-style-type: none"> ➤ Co-teaching: Principles ➤ Practices and Pragmatics ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
October	<ul style="list-style-type: none"> ➤ Read to Achieve Training ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ TI-Nspire and Navigator Training, Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ Reading Apprenticeship Training ➤ Thinking Maps ➤ Collaborative time with Literacy Coaches ➤ Guided Highlighted Reading 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Guided Highlighted Reading 	<ul style="list-style-type: none"> ➤ AIMSWeb Training ➤ Facilitators of School Improvement ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Staff PD day ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings
December	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings

Professional Development Timeline 2011 – 2012 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
January	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Reading Apprenticeship 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Assistant Principal Series

	Coaches		Training	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Weekly Staff Update Meetings ➤ Data Director Training ➤ PLA Principal Meetings
February	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings
March	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ AdvancedED/NCA Conference ➤ PLA Principal Meetings
April	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings
May	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
June				
July				
August	<ul style="list-style-type: none"> ➤ New Staff SuccessMaker Training 	<ul style="list-style-type: none"> ➤ New Staff Carnegie Training 		<ul style="list-style-type: none"> ➤ Staff PD Days

Professional Development Timeline 2012 – 2013 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings

December	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
January	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings

Professional Development Timeline 2012 – 2013 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meeting
March	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant

				Principal Series ➤ Weekly Staff Update Meetings
April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
May	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
June				
July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days ➤ AIMSweb training for new staff

Professional Development Timeline 2013 – 2014 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series

				<ul style="list-style-type: none"> ➤ Weekly Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
December	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
January	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings

Professional Development Timeline 2013 – 2014 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
March	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
May	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
June				
July				

August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days ➤ AIMSweb training for new staff
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5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

Roseville Middle School has established annual goals for student achievement on the state's assessments in order to monitor student progress and modify student instruction accordingly. The percentage of all eighth grade students scoring at the proficient level on the MEAP Reading Test will increase from 58 to 62 percent. The percentage of all eighth grade African American students scoring at the proficient level on the MEAP Reading Test will increase from 35 to 42 percent. The percentage of all eighth grade students with disabilities scoring at the proficient level on the MEAP Reading Test will increase from 13 to 22 percent.

The 7th Grade MEAP Writing Test will be administered again on an annual basis starting in 2010-2011 and will be used for baseline data. Thereafter it will be used to track student achievement in writing. (See SIP for achievement goals on locally developed/selected assessments).

The percentage of all eighth grade students scoring at the proficient level on the MEAP Math Test will increase from 58 to 66 percent. The percentage of all eighth grade African American students scoring at the proficient level on the MEAP Math Test will increase from 35 to 40 percent. The percentage of all eighth grade students with disabilities scoring at the proficient level on the MEAP Math Test will increase from 13 to 19 percent.

In order to make and sustain significant, rapid gains in student achievement, the staff at Roseville Middle School will participate in a number of research-based job-embedded professional development opportunities including, Carnegie Math, Navigator, AIMSweb, Close & Critical Reading, Corrective Reading, Expressive Writing, Spelling through Morphographs, Reading Apprenticeship, Read to Achieve and Reasoning & Writing. In order to develop and increase teacher and leader effectiveness, the Roseville Middle School staff will attend training and implement the *Adaptive Schools Model*. This model will increase and support staff collaboration, team building and cultural shifting to build the capacity of Roseville Middle School to focus and implement the School Improvement Plan. In addition, the principal and school improvement chairpersons will attend a workshop at the Macomb Intermediate School District entitled "*Facilitators of School Improvement*". These sessions will support schools with their school improvement process including working with Michigan's School Improvement Framework, Professional Learning Communities, North Central Accreditation and the Education Yes!

The School Improvement Team at Roseville Middle School has used the Comprehensive Needs Analysis, MEAP data and local assessments to identify areas of concern (student achievement gaps). The principal and leadership team in collaboration with consultants from the Macomb Intermediate School District have developed a data-based three-tiered intervention model of instruction/intervention to support and address all three goals of increasing proficiency in reading, writing and math. The School Improvement Plan (SIP) includes a variety of research-based training, software programs and technology to increase the effectiveness of each tier of intervention/support. We will be using various data collection tools several times during the year to monitor student progress and review the fidelity of the curriculum. When the student data has been analyzed, the students will be placed into classes, programs or activities that are best suited for the needs of each individual student. The principal and school improvement team has identified the staff responsible for each strategy. Ongoing job-embedded professional development, regular departmental data meetings and school improvement team meetings will ensure that the district can sustain these initiatives in the future.

The Principal will build a schedule that will allow for the pre teaching of Math and ELA concepts by locating the Tier I and Tier II support classes before the regularly scheduled class of the same subject area. Pre teaching is an essential element in our plan can aide in the development of concepts in struggling students.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

Not applicable

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

Not applicable

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Describe how this process was conducted within the LEA.

In order to increase family and community engagement, the Roseville Community Schools has formed a committee to oversee and monitor these initiatives. This committee will be comprised of school board members, central office administrators, staff members, parents and community members. In addition, we will create a section in each monthly newsletter entitled "*School Improvement*". We are also in the process of making our parent/community survey more accessible. Parents from Roseville Middle School have attended transformation model meetings and are very supportive.

The district is committed to giving the turnaround specialist and Roseville Middle School sufficient operational flexibility to implement/support rapid, sustained improvement. These measures include interviewing and selecting staff members, financial resources, providing substitutes for school improvement meetings and activities, and the authority to schedule and provide interventions for students based on data collection and analysis.

After being notified by the State in April, 2010, our district began meeting with the major stakeholders which included central administration, building administration, school board members, union representation, staff, and the Macomb Intermediate School District. On May 6, 2010 a group of stakeholders attended the Michigan Department of Education "Race to the Top" meeting in Lansing. The stakeholders determined that the district should use the transformation model after using the state decision-making and planning tool. Each individual stakeholder analyzed the school profile which included building performance data and answering the key questions under each model. The Superintendent met with Board of Education members, community members and staff to update and inform them of the grant options and solicit their input. The overwhelming consensus of all the stakeholders confirmed that the transformation model was the proper choice for Roseville Middle School. The turnaround specialist was selected using the criteria provided by the MDE. Central Administrators, staff members from Roseville Middle School, parents, the turnaround specialist and Macomb Intermediate School District consultants have participated in a series of meetings and work sessions to determine which initiatives would be most effective to increase student achievement at Roseville Middle School.

- Mr. Rice and Mr. Bettin attend all Parent Club meetings, at which significant time is given for an informational report and feedback from parents on school improvement initiatives.
- Parents are encouraged to attend School Improvement activities, as well as participate in discussions within school improvement committees. Parents are encouraged to freely and actively be productive members within the school improvement organizational entity. Parents are invited to attend staff meetings where school improvement is the focus to give their input and receive updates.
- RMS is developing a Parent Resource Center. The Resource Center will be located in a room connected to our Time-Out room, conveniently situated by our main entrance for ease of parent access, and will be maintained by a Paraprofessional, who will always be assigned to the Time-Out area.
 - The room will contain an available computer with internet access for parents who may not have regular access to a computer at their home.
 - Audio and visual cd's related to middle school student and parent success.

- Literature, periodicals, and individual articles on recent trends for school improvement, and parenting tools for the middle school level student.
- MEAP practice materials
- Books
- Parents will be encouraged to contribute any material they, along with the assistance of the principal, find appropriate to assist parents in the challenges of middle school education and parenting in the 21st Century.
- The principal and assistant principal of RMS will be holding monthly parent workshops that will encourage parents to get involved in their student's academic and extracurricular development during the middle school years. Roseville Middle school leadership will offer two meetings a month, one in the AM and the duplicate meeting in the PM, in an effort to maximize the parents reached. This will allow parents the flexibility needed in today's society to remain or become involved in the school community. These workshops may include outside resources and presenters that are considered experts in a particular field. It is important that school leaders are directly involved in the presenting of these materials because school leadership believes it will strengthen community bonds and encourage confidence in school personnel. Workshop topics will/may include:
 - Proper homework habits
 - The dangers of cyber-bullying
 - Understanding the MEAP test
 - The value of supportive behavior at home for corrective actions in school
 - Depression in youth and signs to look for
 - Scheduling and preparation for the high school years
 - Implications of AIMSweb testing
 - The need for school improvement initiatives
- Roseville Middle School will also develop partnerships with local businesses and municipalities to encourage real-life experiences for students in the form of service learning, field trips, and/or financial contributions that will aid in the purchase of materials that will enhance the educational environment at the school.

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title	Purpose	Frequency	Participants
Ad Hoc Committee	Oversight of redesign plan	Quarterly	Board members, administrators, parents, teachers
Parent Club	Enrich student educational experience, support student achievement	Monthly	Parents, teachers, administrators, students
Marketing Committee	Public Relations	Monthly	Parents, teachers, board members, administrators
Superintendent Discussion Group	Seek input and provide information and solutions	Monthly	Parents, teachers, board members, administrators
Parent Workshops	Improve parenting, support student learning	Monthly (Shared hosting between Eastland Middle School and Roseville Middle School)	Parents, teachers, administrators, board members outside experts
School Board Meetings	District oversight and management, student and staff recognition, community outreach	Bi-Monthly (minimum)	Parents, residents, businesses, students, board members, administrators
Parent-Teacher Conferences	support student learning	Three times per year	Students, parents, teachers, administrators, board members
Open House	Community outreach, support student achievement, ease transition to middle school	Once per year	Students, parents, teachers, administrators, board members
Student Orientation	Ease transition from elementary to middle School	Two days (Incoming 7 th and 8 th grade students) before school year begins	Students, parents, teachers, administrators

Parent Orientation	Ease transition from elementary to middle school	Once per year (parents of new incoming students)	Students, parents, teachers, administrators, board members
Roseville Community Schools Scholarship Dance	Provide scholarships for seniors	Once per year	Parents, teachers, administrators, board members, businesses

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title	Purpose	Frequency	Participants
Roseville Community Schools Golf Outing	Provide scholarships for seniors	Once per year	Board members, administrators, parents, teachers, businesses
Parent Resource Center	Support student learning, bullying prevention, increase parenting skills	Available anytime	Parents, teachers
National Junior Honor Society Induction	Induct and recognize student achievement and character	Once per year	Parents, students, teachers, administrators, board members
Roseville Community Schools Celebration	Community outreach, student and teacher recognition, support student achievement	Once per year (Held at the newly renovated Roseville High School)	Students, parents, teachers, board members, administrators, businesses
School Improvement Meetings	Support student achievement, manage redesign plan	Once per month (minimum)	Parents, teachers, administrators
Student, Parent, Staff Surveys	Gather perception data	Once per year (minimum)	Students, parents, teachers
Monthly Newsletter	Provide information on school improvement efforts, functions and events, student recognition, community outreach	Once per month	Students, parents, teachers, administrators, board members

PowerSchool Parent Portal	Support student achievement (allows parents to view student grades)	Continuous	Parents, teachers, administrators
School Dances	School to home relations, etiquette, socialization	Quarterly	Students, parents, teachers, administrators
Key Communicator Program	Provides an ongoing vehicle for school – parent communication	Continuous	Parents, administrators
Cable Channel	Inform community of events, recognize student and staff achievement	Continuous	Students, parents, teachers, administrators, board members, businesses

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- The LEA must provide a budget (*see budget submission packet, beginning on the following page*) that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

ASSURANCES AND CERTIFICATIONS STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LL "Disclosure Form to Report Lobbying", in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

Rev. 3/06

AUTHORITY:
Grants Coordination and School Support
P.O. Box 30008, Lansing, Michigan 48909

Michigan Department of Education

-PAGE 1-

Direct questions regarding this form to
(517) 373-1806.

COMPLETION: Voluntary. (Consideration for funding will not be possible if form is not filed.)

SCHOOL IMPROVEMENT GRANT BUDGET

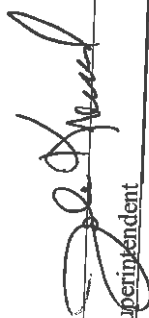
APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT Legal Name of District Roseville Community Schools Address of District 18975 Church Street City and Zip Code Roseville, MI 48066	District Code 50-030 Name of County Macomb Title Assistant Superintendent Telephone (Area Code) (586) 445 - 5508 City Roseville Zip Code 48066 Facsimile (A.C./No.) (586) 771 - 1772
CONTACT PERSON Name of Contact Person Mike LaFeve Address 18975 Church Street E-Mail Address mlafeve@roseville.k12.mi.us	

GRANT FUNDS REQUESTED: \$ 664,109

ASSURANCES AND CERTIFICATION: By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

DATE 2/25/2011
SUPERINTENDENT OR
AUTHORIZED OFFICIAL
TYPED NAME/TITLE John R. Kment, Superintendent
SIGNATURE 

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APPROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount

disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date

SIGNATURE OF LEA BOARD PRESIDENT

Date

SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Tier I or Tier II school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the name of the school building which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See School Building application for example.)**

SCHOOL BUILDING

Legal Name of School Building Roseville Middle School	Building Code 03295	Name and Title of Authorized Representative David C. Rice
Mailing Address (Street) 16250 Martin Rd.		Signature
City Roseville	Zip Code 48066	Telephone (Area Code/Local Number) (586) 445 - 5605
Name and Title of Contact Person David C. Rice		Date Signed (m/d/yyyy) 02/25/2011
Mailing Address (If different from agency address) 16250 Martin Rd.		

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

INSTRUCTIONS: The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Please complete a 'School Improvement Grant Budget Approval Form' for *EACH building*. Duplicate 'School Improvement Grant Budget Approval Form' for each school.

1. BUDGET SUMMARY FOR: ROSEVILLE MIDDLE SCHOOL

LEGAL NAME OF APPLICANT:				District Code	
ROSEVILLE COMMUNITY SCHOOLS				50-030	
MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity
					2009

BUDGET OBJECTS:								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs							
120	Instruction -- Added Needs							
210	Pupil Support Services	33,597						
211	Truancy/Absenteeism Services		9,511	58,320	90,596			192,024
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services							
220	Instructional Staff Services	12,800						
221	Improvement of Instruction		3,623	40,000				56,423
225	Instruction Related Technology							
227	Academic Student Assessment							

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☒ Extending the period of availability of school improvement funds.

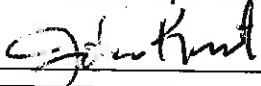
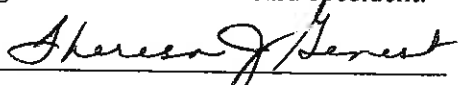

Note: Michigan has requested and received a waiver to extend the SIG grant funds through September 30, 2014.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: ROSEVILLE COMMUNITY SCHOOLS	Applicant's Mailing Address: 18975 Church Street Roseville, MI 48066
LEA Contact for the School Improvement Grant Name: Michael LaFeve Position and Office: Assistant Superintendent for Instruction Contact's Mailing Address: 18975 Church Street, Roseville, MI 48066 Telephone: 586-445-5508 Fax: 586-445-5813 Email address: mlafeve@roseville.k12.mi.us	
LEA School Superintendent/Director (Printed Name): John R. Kment	Telephone: 586-445-5505
Signature of the LEA School Superintendent/Director: X 	Date:
LEA School LEA Board President (Printed Name): Theresa J. Genest	Telephone: 586-445-5505
Signature of the LEA Board President: X 	Date:
Building Principal (Printed Name): David Rice	Telephone: 586-445-5600
Signature of the Building Principal: X 	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Grade: 7th

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Math		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	61	73	78	17	36	N/A	63	75	78
Race/Ethnicity (African American)	49	71	61	65	54	N/A	47	60	61
Students with Disabilities	23	41	35	13	37	N/A	23	40	48
Limited English Proficient (LEP)	50	100	100	50	100	N/A	50	50	100
Homeless	33	100	100	33	100	N/A	33	100	0
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	64	73	79	64	66	N/A	67	76	78
Female	68	81	80	78	90	N/A	71	84	77
Aggregate Scores	66	77	80	70	78	N/A	68	80	77
State	72	80	82	77	78	N/A	73	83	82

Sub Group Academic Data Analysis

Grade: 8th

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Math		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	70	53	73	48	55	N/A	61	72	53
Race/Ethnicity	63	46	63	33	45	N/A	52	57	35

(African American)									
Students with Disabilities	42	23	52	21	28	N/A	37	37	13
Limited English Proficient (LEP)	0	50	0	0	25	N/A	50	50	0
Homeless	100	67	50	0	33	N/A	0	100	50
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	63	52	73	47	49	N/A	64	67	60
Female	81	69	79	70	73	N/A	66	78	56
Aggregate Scores	72	60	76	58	60	N/A	65	72	58
State	77	76	83	70	74	N/A	72	75	70

Sub Group Non-Academic Analysis

Year:

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
7th Grade									
SES	183	83	100	27	311	7	0	22	77
Race/Ethnicity (African American)	46	21	25	8	91	0	0	7	27
Disabilities	38	27	11	8	75	1	0	6	24
LEP	2	1	1	0	2	0	0	0	1
Homeless	1	0	1	0	0	0	0	0	0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	126	53	73	23	94	4	0	19	56
Female	148	62	86	7	124	3	0	5	26
Totals	267								

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
8th Grade									
SES	203	110	93	45	435	10	2	27	88
Race/Ethnicity (African American)	48	27	21	24	140	3	3	12	37
Disabilities	52	32	20	23	75	4	0	12	30
LEP	1	0	1	0	0	0	0	0	0
Homeless	3	2	1	1	0	0	0	1	0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	145	74	71	41	352	7	1	24	64
Female	131	61	70	6	105	3	3	5	31
Totals	260								

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	370	N/A	N/A		59	56
Race/Ethnicity	93	N/A	N/A		22	10
Disabilities	82	N/A	N/A		21	15
LEP	3	N/A	N/A		0	0
Homeless	4	N/A	N/A		1	1
Migrant	N/A	N/A	N/A		N/A	N/A
Gender						
Male	261	N/A	N/A		39	34
Female	266	N/A	N/A		37	37
Totals	527				76	71

Enrollment and Graduation Data – All Students

Year:

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	267	N/A	42	N/A	2	N/A	N/A
8	260	N/A	53	N/A	2	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Number of Students Enrolled in Extended Learning Opportunities

Year:

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7	N/A	N/A	N/A	N/A	N/A

8	N/A	N/A	N/A	N/A	N/A
9					
10					
11					
12					

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

- Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.
- Explain the district and school's ability to support systemic change required by the model selected.

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

The Roseville Middle School staff has demonstrated their support of the School Improvement Grant in many ways. Almost the entire staff came to the initial meeting when Superintendent John Kment and other central administrators informed them about the status of Roseville Middle School and the availability of the grant. Over 20 staff members participated in School Improvement Grant meetings during the summer, collaborating with Macomb Intermediate School District consultants and administrators to determine areas of need and research which strategies and initiatives would make the greatest change in student achievement. They will come together once again once we get our application draft back with needed revisions. Attachment B and Attachment J

The district has demonstrated its commitment to the school improvement process in several ways, including the Board of Education (BOE) vote to adopt the transformation model and the appointment of Assistant Superintendent Mike LaFeve as the district SIG coordinator. Board of Education members have attended meetings in Lansing on the Lowest Performing Schools, Superintendent Discussion Groups with the public and Macomb Intermediate School District Board of Education meetings. They are also participating in the Ad Hoc committee meetings to monitor and oversee the transformation model at Roseville Middle School.

Mr. John Kment, Superintendent of Schools, has very clear expectations for the administrators and teachers in the district. He requires principals to submit monthly summaries that report on district and school improvement initiatives such as research-based best practices and the use of technology. Mr. Kment has shown his support of the transformation model in presentations at Board Meetings, Superintendent Discussion Group (stakeholder) meetings and school staff meetings. He also attended meetings regarding the Lowest Performing Schools in Lansing and a meeting on October 1, 2010 at the Roseville Community Schools Central Administration building with Mark Coscarella from the Michigan Department of Education. Mr. Kment has indicated that Roseville Middle School will have the flexibility that it needs to focus on the transformation initiative. He has already given permission for flexibility in scheduling, PLC collaboration time, and additional expenditures.

The Principal, with the support of the Superintendent and Roseville Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the RMS building philosophy.

Roseville Middle School has the ability to sustain the transformation model. A turnaround specialist was selected to lead this initiative that has the ability to motivate and work with the staff and make tough decisions when needed. Administration and staff will implement a three-tiered approach that will assess the academic needs of each student to determine which level of intervention is needed. Job-embedded professional development in a variety of areas will give the teachers at Roseville Middle School the tools they need to implement and sustain rapid student achievement. Once the teachers have been trained and put this professional development to use in the classroom, they will have the ability to diagnose and implement interventions to target students in each of the three tiers. In addition, teachers will be able to train new staff members in the future. Once the software and technology have been purchased, the only resources needed to sustain this initiative will be updates and maintenance.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

The administrators and teachers at Roseville Middle School (RMS) will implement a data based decision-making process using a three-tiered model of instruction and/or intervention support to increase achievement for all students. Attachment A. We plan to provide job-embedded professional development. Attachment H. Technology and software will be purchased to diagnose student needs in a timely fashion. The utilization of data-based decision making process and research-based instructional practices and programs will ensure rapid and sustained improvement.

In order to increase achievement, teachers will administer assessments including Benchmark Universal Screening three times annually to identify students who are making adequate progress (Tier I), at risk (Tier II), or severely below grade level (Tier III). Diagnostic Assessments will be administered to students in Tier II and Tier III to identify intervention needs. Progress Monitoring will also be implemented for students in Tier II and Tier III and instructional adjustments will be made in the identified priority areas.

The RMS school improvement team will complete an intensive audit of resources for each of the big ideas for reading, to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system. Departmental data meetings will be

held periodically to analyze assessment data and make instructional adjustments in the identified priority areas of reading.

Teachers, administrators, and students will utilize technology in conducting AIMSweb assessments, locally developed/selected assessments, data-based decision-making and to deliver content. Teachers, administrators and students will utilize laptops for ongoing Tier I-III Activities, to include AIMSweb, Web Quests, Research Activities, and other activities for core classes.

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to answer the following questions when reading complex text:

Step 1: What does the text say? Or What is the content of the text?

Step 2: How does the text say it? Or What techniques of craft and structure does the author use in the text?

Step 3: What does the text mean? Or what is the theme/thesis of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose—author's intent?

Step 4: What does the text mean to me?

Administrators and teachers will implement Read to Achieve and Spelling with Morphographs to students who place into Tier II. In addition, teachers will use *Corrective Reading* to promote reading accuracy (decoding), fluency, and comprehension skills of students who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted.

Finally, Roseville Middle School will develop and implement a Literacy Program that will start in the summer of 2011 and continue into the school year. Teachers will provide extended instructional time and tutoring after school for all students.

The school improvement team is committed to ensuring that students become proficient in writing and writing fluency. Writing protocols on Comparison/Contrast and Cause/Effect will be selected from Data Director and administered in the Fall to establish baseline data. Students (that are identified in the gap statement) will make a marked increase in achievement on interim assessments. Monitoring will be done through an ongoing discussion of student work/ assessment results (formative and summative). In addition, ongoing meetings will be convened to monitor implementation and impact of the plan.

Administrators and teachers will also use a data-based decision-making process using a three-tiered model of instruction/intervention support for writing including Benchmark Universal Screening three times annually to identify students who are making adequate progress (Tier I), at risk (Tier II), or severely below grade level (Tier III). Diagnostic Assessments will be administered to students in Tier II and Tier III to identify intervention needs. Progress Monitoring will also be implemented for students in Tier II and Tier III and instructional adjustments will be made in the identified priority areas.

The Roseville Middle School administrators and teachers will include the development of the highest learners by expanding the Advanced Math and Foreign Language classes to accommodate the seventh and eighth grade student population.

The RMS school improvement team will complete an intensive audit of resources for each of the big ideas for writing to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system. Departmental data meetings will be held periodically to analyze assessment data and make instructional adjustments in the identified priority areas of writing.

Administrators and staff will receive professional development for AIMSweb, administer the assessments school-wide and analyze the results.

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to write responses to the following questions after reading complex text:

Step 1: What does the text say or what is the content of the text?

Step 2: How does the text say it or what techniques of craft and structure does the author use in the text?

Step 3: What does the text mean or what is the theme/thesis of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose and intent?

Step 4: What does the text mean to me?

Teachers in content areas using texts will teach students how to provide an appropriate written response to the text they are reading in the areas of: Summary/Restatement;

analysis of the text structure, language, and perspective; analysis of the meaning of the text; and a reflection of what significance the text holds for the reader.

Teachers will provide prompt and appropriate scaffolding to help students improve their writing fluency. Students in all tiers will be participating in the writing tracker system.

Students engage in sustained writing for five minutes every day from a variety of sources: journals, personal narratives, reflection on what was read, etc. The goal is to improve their writing fluency so they record the type of writing and the number of words generated each day. Periodically these trackers are reviewed to determine what types of writing prompt was most productive and other valuable data.

The teacher provides students with the prompt and checks to be sure all students have paper and writing tools. The teacher sets a timer for five minutes. Students write uninterrupted for five minutes. When the timer indicates five minutes, the students immediately reread their writing and count the number of words generated.

Students record on the content area where they have written, the topic of the writing and the number of words on the writing tracker data sheet.

Students have an opportunity to write for fluency development every day. After the students have written for two or three weeks, they analyze their data, develop a line or bar chart, reflect on their progress (which content area renders the greatest number of words, the topic that produces the most words, etc.).

Administrators and teachers will receive professional development in and implement Reasoning and Writing to students who place into Tier II and Tier III. Reasoning and Writing uses a level system that combines instruction in writing with a strong skills orientation. From lesson to lesson, work on skills is integrated with writing. Students learn that spelling, punctuation, and grammar are essential to effective communication.

Attachment A

In order to increase math achievement for all students, administrators and teachers will implement a three-tiered, data-based decision-making process similar to that mentioned above. Administrators and curriculum specialists will utilize the AIMSweb software to collect school-wide data on Engagement, Alignment and Rigor. Small Learning Communities will meet to analyze assessment and AIMSweb data and make instructional adjustments in the identified priority areas and guide students into the appropriate intervention. Administrators and staff will receive professional development for Carnegie Learning, implement the assessments, and analyze the results. Teachers will use Cognitive Tutor Software and books during instruction and generate weekly reports to progress monitor students. Finally, after identifying Tier II and Tier III students and their misconceptions in Mathematics, teachers will provide explicit and systematic instruction,

use manipulatives, concrete models, visual representation, and instruction on solving word problems during Math Attack classes.

Finally, Roseville Middle School will develop and implement a Math Program that will start in the summer of 2010 and continue into the school year. Teachers will provide extended instructional time and tutoring after school for all students.

Roseville Middle School teachers will formatively assess students using the TI Navigator System in all Mathematics classes. This includes Nspire Calculators, TI Navigator System and software, Smartboard screens with projector and software, and Calculator-based Data Collectors all of which will increase visualization and focus on the different representations (graph, table, symbolic) as well as increased use of real-world applications. Using the Turning Technologies Response Card RF system, teachers will also be able to assess student's comprehension using real-time feedback. Turning Technologies' student response systems will help determine where students require more or less instruction, resulting in enhanced instruction and improved student performance. Students using this type of technology have demonstrated deeper understanding and greater abilities in drawing inferences, with the greatest gains made by low-achieving students.

Every other Wednesday, Roseville Middle School math teachers will meet with MISD mathematics consultants to review research and discuss and analyze instructional strategies (anticipating, questioning, interpreting, and responding). This will include observation of classroom instruction as well as videotaping and discussion of instruction using "I notice, I wonder" protocol.

Teachers will observe other math teachers' classrooms to record teacher strategies and student reactions during instruction. Collaboration with mathematics teachers will follow.

Teachers will review research and practice planning lessons that incorporate the strategies of anticipating, questioning, interpreting, and responding. Teachers and Math Coaches will use Differentiated Instruction aligned to the Common Core Standards to teach students Mathematics through the utilization of tiered lessons to target different ability levels. In addition, teachers will supplement daily instruction by reinforcing problem solving strategies and conceptual knowledge after school and during the summer. Attachment H

III.2 Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

- a. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

Using the methods of collecting data noted above (MEAP, Data Director, AimsWeb) staff members will use the RtI model that will provide ongoing assessments and analyze students in each sub-group and determine what tier of intervention or adjustment in instruction is needed for each student. We will then implement interventions that are specific, targeted, and designed to make and sustain rapid gains in student achievement.

Attachment A

- b. Describe how the school will collect, analyze and share data -with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

Roseville Middle School will use several methods of collecting data including MEAP, MI-Access, Data Director, AIMSweb, SuccessMaker, Cognitive Tutor software and locally developed assessments to collect and analyze student achievement data. Job-embedded professional development in data collection programs such as Data Director, school improvement, and departmental data meetings will ensure that all teachers can access and interpret the results in a timely fashion.

Data will be shared with parents through PowerBook, parent/teacher conferences, progress reports and report cards. We will also include a student improvement section in the monthly newsletter to keep parents informed of the progress of our school improvement plan.

- c. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Roseville Middle School will assess student achievement and progress monitor students utilizing the methods and assessments mentioned above to measure each student's progress and adjust instruction and/or place students into the appropriate tier of intervention as needed. Some of the assessments and methods that will be used include the MEAP, NAEP, Cognitive Tutor, SuccessMaker and local assessments that are developed in or selected from Data Director.

- d. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development

(<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

The Roseville Community Schools has chosen the Macomb Intermediate School District, Pearson, and McGraw-Hill as its external service providers. We will work with the Michigan Department of Education and the MISD to select additional approved external service providers as necessary.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

To assure that all resources are aligned with the interventions, staff will receive training and professional development on the strategies that we are implementing. The Assistant Superintendent and Curriculum Director will work with the Roseville Middle School Administration and School Improvement Team to coordinate all the interventions associated with the transformation model.

Bi-lingual programs through the MISD provide academic tutors for our English Language learners.

Roseville Middle School will use co-teaching opportunities to provide the least restrictive environment. Co-teaching is a best practice approach for ensuring that all students make progress in the general curriculum. Professional development for co-teaching is included in the timeline below. The Co-Teaching Workshop will provide detailed information about effectively planning, implementing, and evaluating co-teaching practices. Participants will explore both the conceptual and operational aspects of this innovative approach including collaborative skills that can help co-teaching teams succeed.

In order to ensure that the interventions are implemented with fidelity, Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code. A copy of the document is attached.

The Roseville Community Schools is committed to changing policies and practices to transform the culture of Roseville Middle School to support and implement the transformation model. Central Administrators met with the staff at Roseville Middle School to inform them of the School Improvement Grant (SIG) options and select the proper one. The teachers have shown overwhelming support for the transformation model. Approximately twenty staff members, including those that are new to the building, have been working diligently to develop a robust school improvement plan that supports the transformation model. The staff commitment has been demonstrated by their decision to change their school improvement goals and strategies to mirror this plan.

The district has demonstrated its commitment to the school improvement process in several ways, including the Board of Education (BOE) vote to adopt the transformation model and the appointment of Assistant Superintendent Mike LaFave as the district SIG coordinator. Board of Education members have attended meetings in Lansing on the Lowest Performing Schools, Superintendent Discussion Groups with the public and Macomb Intermediate School District Board of Education meetings. They are also participating in the Ad Hoc committee meetings to monitor and oversee the transformation model at Roseville Middle School.

Mr. John Kment, Superintendent of Schools, has very clear expectations for the administrators and teachers in the district. He requires principals to submit monthly summaries that report on district and school improvement initiatives such as research-based best practices and the use of technology. Mr. Kment has shown his support of the transformation model in presentations at Board Meetings, Superintendent Discussion Group (stakeholder) meetings and school staff meetings. He also attended meetings regarding the Lowest Performing Schools in Lansing and a meeting on October 1, 2010 at the Roseville Community Schools Central Administration building with Mark Coscarella from the Michigan Department of Education. Mr. Kment has indicated that Roseville Middle School will have the flexibility that it needs to focus on the transformation initiative. He has already given permission for flexibility in scheduling, PLC collaboration time, and additional expenditures.

The Principal, with the support of the Superintendent and Roseville Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the Roseville Middle School building philosophy.

**Student Interventions, Professional Development and Technology Interventions at Roseville
Middle School**

Activity	Activity will Support	Staffing/Materials/Supplies/Equipment needed to support Activity	Cost Estimate	Funding Source	Activity Provider	Timeline for Implementation
Academic Room	Core Academics	1.0 FTE Instructional Aide	\$22,780	Section 31A	RMS staff	Year 1
Literacy coaches	Reading and writing comprehension in core classes	3 literacy coaches @ \$45/hour 2 times per week (12 hours per week) for 36 weeks	\$58,320	School Improvement Grant Years 1/2/3	Macomb ISD	Year 1
After School Tutoring	Extended Learning Time	Teaching staff @ \$22/hour	\$4,226.21	Section 31A Year 1/2/3	RMS Staff	Year 1
Summer Math Camp	Extended Learning Time	Carnegie Licenses, 6 Teachers	\$11,214.35	Section 31A/ MISD Year 1/2/3	RMS Staff	Year 1
Summer Literacy Improvement Camp	Extended Learning Time	Teachers, Transportation	\$6,000	Section 31A Year 1/2/3	RMS Staff	Year 1
Coaching Hour	At-risk students in general education classes	Staffing for a class period per day that every teacher serves as a coach in a core academic classroom in addition to their normal class load.	\$519,259.11	Section 31A Year 1/2/3	RMS staff through 31A funding	Year 1
ELA Attack classes	ELA Tier II and III students	Curriculum	\$84,630.24	Section 31A Year 1/2/3	RMS Staff	Year 1
Math Attack classes	Math Tier II and III students	Curriculum	\$134,973.58	Section 31A Year 1/2/3	RMS Staff	Year 1
Writing Tracker	Tier I students	Training	N/A	N/A	MISD	Year 1
Professional Learning Communities Collaborative Math Training	Math	Substitute teachers	\$2,782	Title II	Macomb ISD	Year 1
Adaptive Schools Model Training	Leadership Capacity of Staff	6 staff @ \$225 Substitutes @ \$100/day		Title II	Macomb ISD	Year 1
Professional Learning Communities Collaborative ELA Training	ELA	Substitute teachers	\$2,763	Title II	Macomb ISD	Year 1
Facilitators of School Improvement Training	School Improvement	Substitute teachers	\$1,675	Title II	Macomb ISD	Year 1
The Principal Series	Leadership Capacity	Support Program	\$75	Title II	Macomb ISD	Year 1
Reading Apprenticeship Training and Program	ELA Tier I students	Substitute teachers, consumables	\$1,600	District Funded Section 31A	Macomb ISD	Year 1/2/3
Corrective Reading Training and program	ELA Tier II and III students	Consumables, training	\$10,957.20	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Expressive Writing Training and program	ELA Tier II and III students	Consumables, training	\$2,353.50	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Read to Achieve Training and program	ELA Tier II and III students	Consumables, training	\$27,620.30	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Reasoning and Writing Training and program	ELA Tier II and III students	Consumables, training	\$14,951.40	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Spelling with Morphographs Training	ELA Tier II and III students	Consumables, training		School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Math Instructional Aides	Math Tier II and III	1@	\$	Section 31A		Year 1/2/3

Ames Web Testing	Student achievement	Training, license fees 575 @ 5.00	\$7,375	School Budget	Pearson	Year 1
Data Director	Data-driven decision-making	Program and training	N/A	N/A	Macomb ISD	Year 1
Power School	Student Achievement and Parent Communication	Program and training	N/A	N/A	Macomb ISD	Year 1
Success Maker		40 licenses @ \$948/license	\$37,920	School Improvement Grant 1/2/3	Pearson	Year 1/2/3
Carnegie	Math Tier I students	150 licenses @ 42.50/license + \$30/student for workbooks	\$10,875	School Improvement Grant 1/2/3	Carnegie	Year 1/2/3
Creation of ELA/Math Designated computer lab	Tier I	40 desktop computers, 2 printers, 2 scanners, consumable computer materials (paper, ink, toner, etc)	\$16,500	Roseville Community Schools District Bond	Roseville Middle School	Year 1
TI-Nspire and Navigator software	Math Tier I, II, III students achievement	160 TI – Nspires and Navigator Training	\$25,000	RMS School Budget	Texas Instruments	Year 1/2
Interactive White Boards	Math Tier I, II, III support	5 Interactive White Boards, Software, teacher training	\$9,000	School Improvement Grant	SMART&SES	Year 1/2/3
ELMO Projectors	ELA, MATH Tier I	25 ELMO Projectors	\$14,725	School Improvement Grant	Aver Media	Year 1/2/3
Digital Projectors	Tier I	53 Ceiling Mounted Projectors (\$693/projector, \$169/ceiling mount + electrical costs)	\$45,686	School Improvement Grant	Hitachi	Year 1/2/3
96" Projector Screens	Tier I	53 Projector Screens (\$127/screen)	\$6,731	School Improvement Grant	Draper Luma	Year 1/2/3
Response Card RF	Tier I	1 Response Card RF Classroom Interactive Solution Set	\$1,337	School Improvement Grant	Turning Technologies	Year 1

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

In 2006 Roseville Community Schools' stakeholders collaborated on a vision for the future. This vision came to fruition in the form of a \$110 million dollar bond.

Staff members have developed end-of-course assessments based on the ELA Power standards, HSCEs, and GLCEs. We are in the process of developing and selecting additional formative and summative assessments which will be accessed through Data Director and used to direct instructional practices. Attachment F The district is engaged in the process of training staff members to utilize Data Director to collect and disseminate district and school-wide data and has purchased several scanners to aid in this process. The district has a collaborative process to establish which materials need to be purchased. Department and grade-level collaboration is used to review current materials and make recommendations. Funds are allocated to purchase these materials. Bond allocations primarily for computers and infrastructure totaled over eight million dollars.

The Roseville Community Schools Board of Education and the Roseville Federation of Teachers have agreed on a district-wide school improvement plan that is based on the needs of our students, reflects a vision of rapid improvement and allows the placement of resources, including personnel, into schools that are in the most need of improvement. All Roseville Community Schools' stakeholders share accountability for student achievement results. In order to balance the budget and minimize the elimination of vital programs, all the bargaining units in the district have agreed to significant concessions in order to make cuts totaling approximately \$8.4 million dollars. The district is in the process of developing a committee including Board of Education members, staff, parents and community members to monitor and oversee the implementation of the transformation model.

The Roseville Community Schools is committed to changing policies and practices with regard to Roseville Middle School to implement/support the transformation model. The Superintendent of schools and other central administrators met with the staff at Roseville Middle School to inform them of the School Improvement Grant (SIG) options and select the proper one. Attachment B

The teachers have shown overwhelming support for the transformation model. Approximately twenty staff members, including those that will be new to the building this fall, have been working diligently to develop a robust school improvement plan that supports the transformation model. The staff commitment has been demonstrated by their decision to change their school improvement goals and strategies to mirror this plan. The district has indicated its commitment in several ways, including the Board of Education's (BOE) vote to adopt the transformation model, BOE and central administration collaboration and support and the appointment of Assistant Superintendent Mike LaFave to be the district SIG coordinator. In addition, the Superintendent has indicated that Roseville Middle School will have the flexibility to deviate from district professional development to focus on these initiatives.

Roseville Middle School has selected a core group of staff members along with the building principal and assistant principal to train in the Adaptive Schools Model. The seven member team will complete the training and introduce initiatives and activities to the rest of the staff in hopes of building a collegial atmosphere. This approach will allow our school to take a professional learning communities approach to share decision making and program implementation.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

Roseville Middle School will engage in a comprehensive approach to strategies that will enhance the teaching environment. It is evident that we need to make strides in math and ELA classes, as well as improving our data-driven decision making when it comes to our students and levels of interventions needed. We will be focusing on the "how" and "why" of teaching, as well as the "what" that has been stressed so urgently in our state and school district over the past several years.

The professional development plan includes, but is not limited to, Reading Apprenticeship strategies, Close and Critical Reading, Corrective Reading, Spelling with Morphographs, SuccessMaker, and Read to Achieve. While these strategies are all part of the ELA curriculum, we will be teaching them as cross-curricular tools for the entire staff. Bi-lingual programs through the MISD provide academic tutors for our English Language learners.

The math department will engage in Carnegie training, TI-Inspire and Navigator training that will enhance learning for students at all levels. Math teachers will also be meeting regularly with leaders from the MISD to sharpen their in-class teaching practices in such areas as delivery, testing, and re-testing for the evidence of mastery in the subject area.

School-wide professional development includes Professional Learning Communities Workshops, SuccessMaker training, Corrective Reading training, collaborative time with each other and coaches from the MISD, AIMSweb training, Data Director training, Adaptive Schools workshops, and regular update meetings by the principal and assistant principal.

*A Trainer-of-trainers at Roseville Middle School will be identified for each activity & strategy so that training for new and transferring teachers can continue.

Professional Development Timeline 2011 – 2012 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>Se</u>
September	<ul style="list-style-type: none"> ➤ Close and Critical Reading Training ➤ Corrective Reading Training ➤ Expressive Writing Training ➤ Spelling with Morphographs Training ➤ Reading Apprenticeship Training ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches ➤ SuccessMaker Training 	<ul style="list-style-type: none"> ➤ Carnegie Training ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Writing Tracker Training 	<ul style="list-style-type: none"> ➤ C ➤ F ➤ F ➤ A ➤ V
October	<ul style="list-style-type: none"> ➤ Read to Achieve Training ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ TI-Nspire and Navigator Training, Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ F Ir ➤ A ➤ F ➤ A ➤ V ➤ C
November	<ul style="list-style-type: none"> ➤ Reading Apprenticeship Training ➤ Thinking Maps ➤ Collaborative time with Literacy Coaches ➤ Guided Highlighted Reading 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Guided Highlighted Reading 	<ul style="list-style-type: none"> ➤ A ➤ F Ir ➤ A ➤ F ➤ A ➤ S ➤ V ➤ F
December	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ S ➤ F ➤ F ➤ A ➤ V ➤ F

Professional Development Timeline 2011 – 2012 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
January	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Reading Apprenticeship Training 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Staff PD Day ➤ Weekly Staff Update Meetings ➤ Data Director Training ➤ PLA Principal Meetings
February	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings
March	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ AdvancedED/NCA Conference ➤ PLA Principal Meetings
April	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings
May	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement ➤ Principal Series ➤ Assistant Principal

	➤ Collaborative time with Literacy Coaches			Series ➤ Weekly Staff Update Meetings
June				
July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days

Professional Development Timeline 2012 – 2013 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings

December	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
January	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings

Professional Development Timeline 2012 – 2013 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meeting
March	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
May	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings

June				
July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days ➤ AIMSweb training for new staff

Professional Development Timeline 2013 – 2014 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings

December	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
January	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings

Professional Development Timeline 2013 – 2014 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
March	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
May	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
June				

July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days ➤ AIMSweb training for new staff

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	76	79	82	85
Mathematics	71	74	77	80

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

In order to increase family and community engagement, the Roseville Community Schools has formed a committee to oversee and monitor these initiatives. This committee will be comprised of school board members, central office administrators, staff members, parents and community members. In addition, we will create a section in each monthly newsletter entitled "*School Improvement*". We are also in the process of making our parent/community survey more accessible. Parents from Roseville Middle School have attended transformation model meetings and are very supportive. Attachment I

The district is committed to giving the turnaround specialist and Roseville Middle School sufficient operational flexibility to implement/support rapid, sustained improvement. These measures include interviewing and selecting staff members, financial resources, providing substitutes for school improvement meetings and activities, and the authority to schedule and provide interventions for students based on data collection and analysis.

After being notified by the State in April, 2010, our district began meeting with the major stakeholders which included central administration, building administration, school board members, union representation, staff, and the Macomb Intermediate School District. On May 6, 2010 a group of stakeholders attended the Michigan

Department of Education "Race to the Top" meeting in Lansing. The stakeholders determined that the district should use the transformation model after using the state decision-making and planning tool. Each individual stakeholder analyzed the school profile which included building performance data and answering the key questions under each model. The Superintendent met with Board of Education members, community members and staff to update and inform them of the grant options and solicit their input. The overwhelming consensus of all the stakeholders confirmed that the transformation model was the proper choice for Roseville Middle School. The turnaround specialist was selected using the criteria provided by the MDE. Central Administrators, staff members from Roseville Middle School, parents, the turnaround specialist and Macomb Intermediate School District consultants have participated in a series of meetings and work sessions to determine which initiatives would be most effective to increase student achievement at Roseville Middle School.

Attachment J, Attachment K

- Mr. Rice and Mr. Bettin attend all Parent Club meetings, at which significant time is given for an informational report and feedback from parents on school improvement initiatives.
- Parents are encouraged to attend School Improvement activities, as well as participate in discussions within school improvement committees. Parents are encouraged to freely and actively be productive members within the school improvement organizational entity. Parents are invited to attend staff meetings where school improvement is the focus to give their input and receive updates.
- RMS is developing a Parent Resource Center. The Resource Center will be located in a room connected to our Time-Out room, conveniently situated by our main entrance for ease of parent access, and will be maintained by a Paraprofessional, who will always be assigned to the Time-Out area.
 - The room will contain an available computer with internet access for parents who may not have regular access to a computer at their home.
 - Audio and visual cd's related to middle school student and parent success.
 - Literature, periodicals, and individual articles on recent trends for school improvement, and parenting tools for the middle school level student.
 - MEAP practice materials
 - Books
- Parents will be encouraged to contribute any material they, along with the assistance of the principal, find appropriate to assist parents in the challenges of middle school education and parenting in the 21st Century.
- The principal and assistant principal of RMS will be holding monthly parent workshops that will encourage parents to get involved in their student's academic and extracurricular development during the middle school years. Roseville Middle school leadership will offer two meetings a month, one in the AM and the duplicate meeting in the PM, in an effort to maximize the parents

reached. This will allow parents the flexibility needed in today's society to remain or become involved in the school community. These workshops may include outside resources and presenters that are considered experts in a particular field. It is important that school leaders are directly involved in the presenting of these materials because school leadership believes it will strengthen community bonds and encourage confidence in school personnel. Workshop topics will/may include:

- Proper homework habits
 - The dangers of cyber-bullying
 - Understanding the MEAP test
 - The value of supportive behavior at home for corrective actions in school
 - Depression in youth and signs to look for
 - Scheduling and preparation for the high school years
 - Implications of AIMSweb testing
 - The need for school improvement initiatives
- Roseville Middle School will also develop partnerships with local businesses and municipalities to encourage real-life experiences for students in the form of service learning, field trips, and/or financial contributions that will aid in the purchase of materials that will enhance the educational environment at the school.

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title	Purpose	Frequency	Participants
Ad Hoc Committee	Oversight of redesign plan	Quarterly	Board members, administrators, parents, teachers
Parent Club	Enrich student educational experience, support student achievement	Monthly	Parents, teachers, administrators, students
Marketing Committee	Public Relations	Monthly	Parents, teachers, board members, administrators
Superintendent Discussion Group	Seek input and provide information and solutions	Monthly	Parents, teachers, board members, administrators
Parent Workshops	Improve parenting, support student learning	Monthly (Shared hosting between Eastland Middle School and Roseville Middle School)	Parents, teachers, administrators, board members outside experts
School Board Meetings	District oversight and management, student and staff recognition, community outreach	Bi-Monthly (minimum)	Parents, residents, businesses, students, board members, administrators
Parent-Teacher Conferences	support student learning	Three times per year	Students, parents, teachers, administrators, board members
Open House	Community outreach, support student achievement, ease transition to middle school	Once per year	Students, parents, teachers, administrators, board members
Student Orientation	Ease transition from elementary to middle School	Two days (Incoming 7 th and 8 th grade students) before school year begins	Students, parents, teachers, administrators
Parent Orientation	Ease transition from elementary to	Once per year (parents of new	Students, parents, teachers,

	middle school	incoming students)	administrators, board members
Roseville Community Schools Scholarship Dance	Provide scholarships for seniors	Once per year	Parents, teachers, administrators, board members, businesses

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title	Purpose	Frequency	Participants
Roseville Community Schools Golf Outing	Provide scholarships for seniors	Once per year	Board members, administrators, parents, teachers, businesses
Parent Resource Center	Support student learning, bullying prevention, increase parenting skills	Available anytime	Parents, teachers
National Junior Honor Society Induction	Induct and recognize student achievement and character	Once per year	Parents, students, teachers, administrators, board members
Roseville Community Schools Celebration	Community outreach, student and teacher recognition, support student achievement	Once per year (Held at the newly renovated Roseville High School)	Students, parents, teachers, board members, administrators, businesses
School Improvement Meetings	Support student achievement, manage redesign plan	Once per month (minimum)	Parents, teachers, administrators
Student, Parent, Staff Surveys	Gather perception data	Once per year (minimum)	Students, parents, teachers
Monthly Newsletter	Provide information on school improvement efforts, functions and events, student recognition, community outreach	Once per month	Students, parents, teachers, administrators, board members
PowerSchool Parent Portal	Support student achievement (allows parents to view student grades)	Continuous	Parents, teachers, administrators
School Dances	School to home relations, etiquette, socialization	Quarterly	Students, parents, teachers, administrators
Key Communicator Program	Provides an ongoing vehicle for school - parent	Continuous	Parents, administrators

	communication		
Cable Channel	Inform community of events, recognize student and staff achievement	Continuous	Students, parents, teachers, administrators, board members, businesses

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

The Roseville Community Schools is willing to work with an external provider to review the district's budget and identify potential funds to support these initiatives. The district will sustain these initiatives for all students at Roseville Middle School through the use of district funding and other grant sources once the SIG is phased out. 31A or at-risk dollars will provide additional support for our struggling students. Professional development to support these initiatives will be phased out where possible as our teachers will train new staff members, software and technology will have been purchased and will only require updates and maintenance.

The Roseville Community Schools and Roseville Middle School will participate in reporting data and sharing successful strategies and best practices as required by the Michigan Department of Education. In addition, Roseville Middle School staff will cooperate and collaborate with the MDE facilitators/monitors.

As the initiatives and strategies in the continuous School Improvement Plan become a part of the Roseville Middle School culture, the need for external supports will be decreased. The principal and staff will take more and more responsibility for the SIP and direct external oversight will no longer be needed. Roseville Middle School (RMS) will continue to use the state SIP tool to ensure that the needed initiatives are continued after the life of the School Improvement Grant. The stakeholder steering committee will continue to oversee and review the RMS School Improvement Plan periodically to ensure sustainability.

Attachment G

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation

Attachment B – Turnaround

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$	\$	\$	\$	\$

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	
Number of minutes in the school year	

Student Data	
Dropout rate	
Student attendance rate	
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	
International Baccalaureate	
Early college/college credit	
Dual enrollment	
Number and percentage enrolled in college from most recent graduating class	
Student Connection/School Climate	
Number of disciplinary incidents	
Number of students involved in disciplinary incidents	
Number of truant students	
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher Attendance Rate	

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

Mr. David Rice was hired as the Principal of Roseville Middle School on August 18, 2010, to lead the staff during the school improvement reform efforts as a transformational school. Mr. Rice has a focused management style that creates a culture for the building

to achieve results. He has experience and a proven record of task oriented actions that are required for success. Mr. Rice's experience in school reform efforts include assisting in the transitioning of Roseville High School from a semester to a trimester schedule entering the 2009-10 school year, transitioning the ninth grade into the high school from two junior highs in September 2009, and introducing and incorporating programs, ideas, and smaller learning communities at Roseville High School from 2002 to 2004. He can motivate others and will make certain that staff rely on data to make instructional decisions in their classrooms. Dave has strong problem solving skills and understands the importance of listening and processing feedback from staff. However, when confronted with a decision to recommend changes in instructional focus for any staff member, Dave has the ability to assertively help that member of the staff make necessary adjustments to their teaching methodology. Dave also possesses strong organizational skills and is able to determine timelines and take action to make sure the learning goals of the building are implemented and that progress monitoring is administered regularly with follow up decisions based on the data. He has a strong personality and is able to withstand the criticism that is inherent in the position of turnaround specialist.

2. Include student data in teacher/leader evaluation

Roseville Middle School has demonstrated their commitment to using data and scientifically based research to guide tiered instruction for all students in a variety of ways. Collaboration efforts involving staff, administration and Macomb Intermediate School District consultants resulted in the staff deciding to change their school improvement strategies to robust data-driven research-based initiatives, programs and assessment tools, including Benchmark Universal Screening, SuccessMaker, AIMSweb, Data Director, Carnegie Learning, Cognitive Tutor Software, locally developed assessments and Progress Monitoring. These protocols will empower the staff to diagnose student needs in a timely fashion and adjust instruction and implement necessary interventions to make significant gains in achievement.

3. Evaluations that are designed with teacher/principal involvement

Study committees have been convened by the Macomb Intermediate School District, the Michigan Association of School Personnel Administrators and other professional organizations, to develop new or modified evaluation systems that will comply with the requirements of Sections 1249 and 1250 of the Michigan School Code. Representatives of both Administration and the Roseville Federation of Teachers are participating with these various committees.

In addition, Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and

administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code, which mandates the inclusion of student growth data as a significant component of annual teacher and principal/administrator evaluations. (Attachment II, pg. 160)

The Macomb County committee is now working to create a companion document that will address the requirements of Section 1250 of the Revised School Code. Section 1250 directs the district to consider job performance and job accomplishments, as assessed in the annual evaluations, as a significant factor in determining compensation or additional compensation for teachers and principals/administrators.

While details of the plan have yet to be worked out, the district and the teachers' union have developed a preliminary list of incentives that may be used for teachers who have increased student achievement.

- o Opportunity to attend a professional conference or in-service
- o Additional classroom supplies that may enhance the teacher's lesson delivery beyond the normal classroom plan.
- o Reserved parking for a specified period of time.
- o Tickets to district events, such as the Scholarship Foundation Dance or Scholarship Foundation Golf Outing.
- o A lunch or multiple lunches at the district hospitality restaurant, the L.B. Williams Room.
- o Clerical support for the day that will include, but not be limited to, making copies and the typing assignments or tests.
- o A gift card from a variety of local food establishments and/or entertainment venues.

Administration is currently in negotiations with the Roseville Federation of Teachers to establish guidelines and procedures for the revised evaluation process, with the intent of having a finalized document by August 1, 2011. The focus for both sides is adoption of a format that will assess a broad range of teaching standards, as exemplified by the Charlotte Danielson evaluation model. The parties have adopted a formal Letter of Agreement outlining their plan. Representatives of the Principals and Directors organizations are involved in similar discussions with Central Office, in regard to the annual evaluations of principals/administrators.

The district and the Roseville Federation of Teachers have agreed to a schedule of negotiation sessions, designed to meet the requirements of the revised school code sections 340.1249, 340.1250, and 340.1280c. The first meeting will be held the week of

February 21, 2011, with subsequent sessions planned biweekly until agreement is reached on a modified teacher evaluation process. The deadline for achieving resolution is August 1, 2011.

4. Remove leaders/staff that have not increased achievement

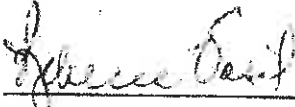
Letter of Agreement
between
Roseville Community Schools
and the
Roseville Federation of Teachers

The parties agree to negotiate a revised process for the annual evaluation of all teachers that will incorporate the requirements of the Revised School Code Sections 380.1249 (inclusion of student growth data as a significant factor in the evaluation), 380.1250 (use of job performance and job accomplishments, including student growth, as significant factors in determining compensation and additional compensation) and 380.1280c (requirement for collective bargaining).

The parties will use the Teacher Evaluation Parameters developed by the combined MISD/AFT-MI/MEA committee and the Charlotte Danielson teacher evaluation standards as models for negotiation discussions.

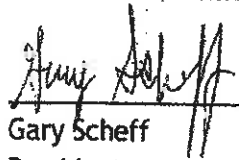
The parties further agree to reach resolution no later than August 1, 2011.

Roseville Community Schools

 1/12/11

Rebecca Vasil Date
Deputy Superintendent

Roseville Federation of Teachers

 1-12-11

Gary Scheff Date
President

It should be noted that support staff such as paraprofessionals, clerical and ancillary staff is not held responsible for student achievement. They are used primarily as management support through discipline, technology, student monitoring during high traffic times, such as passing times, lunch, and student drop-off and pick-up.

Special education teachers work under the same agreement identified and signed by the union president currently in the application.

The Principal, with the support of the Superintendent and Roseville Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the RMS building philosophy. Assignment to the school will be made based on the mutual consent of the Principal and the Teacher, and will be made without regard to seniority. For further information with regards to this agreement please references the October 11, 2010 memo that defines the district ability to assign teachers administratively located in Attachment E.

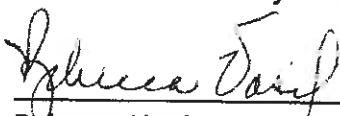
It is important to note that Roseville Community Schools is also committed to the principal evaluation being connected to student achievement as evidenced in the Letter of Agreement below.

Letter of Agreement
between
Roseville Community Schools
and the
Roseville Principals Association

The parties agree to negotiate a revised process for the annual evaluation of all principals that will incorporate the requirements of the Revised School Code Sections 380.1249 (inclusion of student growth data as a significant factor in the evaluation), 380.1250 (use of job performance and job accomplishments, including student growth, as significant factors in determining compensation and additional compensation), and 380.1280c (requirement for collective bargaining).

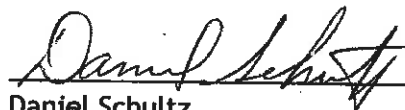
The parties further agree to reach resolution no later than August 1, 2011.

Roseville Community Schools


Rebecca Vasil
Deputy Superintendent

1/14/11
Date

Roseville Principals Association


Daniel Schultz
President

1-19-11
Date

5. Provide on-going job embedded staff development

Roseville Middle School will engage in a comprehensive approach to strategies that will enhance the teaching environment. It is evident that we need to make strides

in math and ELA classes, as well as improving our data-driven decision making when it comes to our students and levels of interventions needed. We will be focusing on the “how” and “why” of teaching, as well as the “what” that has been stressed so urgently in our state and school district over the past several years.

The professional development plan includes, but is not limited to, Reading Apprenticeship strategies, Close and Critical Reading, Corrective Reading, Spelling with Morphographs, SuccessMaker, and Read to Achieve. While these strategies are all part of the ELA curriculum, we will be teaching them as cross-curricular tools for the entire staff. Bi-lingual programs through the MISD provide academic tutors for our English Language learners.

The math department will engage in Carnegie training, TI-Inspire and Navigator training that will enhance learning for students at all levels. Math teachers will also be meeting regularly with leaders from the MISD to sharpen their in-class teaching practices in such areas as delivery, testing, and re-testing for the evidence of mastery in the subject area.

School-wide professional development includes Professional Learning Communities Workshops, SuccessMaker training, Corrective Reading training, collaborative time with each other and coaches from the MISD, AIMSweb training, Data Director training, Adaptive Schools workshops, and regular update meetings by the principal and assistant principal.

*A Trainer-of-trainers at Roseville Middle School will be identified for each activity & strategy so that training for new and transferring teachers can continue.

Professional Development Timeline 2011 – 2012 Academic

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>
September	<ul style="list-style-type: none"> ➤ Close and Critical Reading Training ➤ Corrective Reading Training ➤ Expressive Writing Training ➤ Spelling with Morphographs Training ➤ Reading Apprenticeship Training ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches ➤ SuccessMaker Training 	<ul style="list-style-type: none"> ➤ Carnegie Training ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative with Literacy Coaches ➤ Writing Track Training
October	<ul style="list-style-type: none"> ➤ Read to Achieve Training ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ TI-Nspire and Navigator Training, Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative with Literacy Coaches
November	<ul style="list-style-type: none"> ➤ Reading Apprenticeship Training ➤ Thinking Maps ➤ Collaborative time with Literacy Coaches ➤ Guided Highlighted Reading 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative with Literacy Coaches ➤ Guided Highlighted Reading
December	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative with Literacy Coaches

Professional Development Timeline 2011 – 2012 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Soci al Studies</u>	<u>School Committees or All Staff</u>
January	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Reading Apprenticeship Training 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Staff PD Day ➤ Weekly Staff Update Meetings ➤ Data Director Training ➤ PLA Principal Meetings
February	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings
March	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ AdvancedED/NC A Conference ➤ PLA Principal Meetings
April	<ul style="list-style-type: none"> ➤ Professional Learning Communities 	<ul style="list-style-type: none"> ➤ Professional Learning Communities 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement ➤ Principal Series

	Workshops ➤ Collaborative time with Literacy Coaches	Workshops		➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ PLA Principal Meetings
May	➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches	➤ Professional Learning Communities Workshops	➤ Collaborative time with Literacy Coaches	➤ Facilitators of School Improvement ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
June				
July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days

Professional Development Timeline 2012 – 2013 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff

				Update Meetings ➤ Data Director Training
November	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
December	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
January	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools

				Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
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Professional Development Timeline 2012 – 2013 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meeting
March	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Principal Series ➤ Assistant Principal

				Series ➤ Weekly Staff Update Meetings
May	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
June				
July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days ➤ AIMSweb training for new staff

Professional Development Timeline 2013 – 2014 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff

				Update Meetings ➤ Data Director Training
November	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
December	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
January	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools

				Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
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Professional Development Timeline 2013 – 2014 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
March	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD)	➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Principal Series ➤ Assistant Principal

				Series ➤ Weekly Staff Update Meetings
May	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Assistant Principal Series ➤ Weekly Staff Update Meetings
June				
July				
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training		➤ Staff PD Days ➤ AIMSweb training for new staff

6. Implement financial incentives or career growth or flexible work conditions.

Roseville Middle School staff and administration have mutually agreed to an Adaptive Schools model that encourages professional learning communities and increases the opportunity for staff led decision making and shared decision making.

Roseville Middle School staff will attend training and implement the *Adaptive Schools Model*. This model will increase and support staff collaboration, team building and cultural shifting to build the capacity of Roseville Middle School to focus and implement the School Improvement Plan. Our team of six teachers will provide leadership

for the remainder of the staff to integrate PLC ideologies into our school community.

Another opportunity for staff leadership includes a second team of three teachers that are attending "*Facilitators of School Improvement*" to bring to the staff the concept of data-driven decision making for our students and community. Both of these are a series of intensive training that ingrains school leadership and decision making in staff members.

These sessions will support schools with their school improvement process including working with Michigan's School Improvement Framework, Professional Learning Communities, North Central Accreditation and the Education Yes!

Roseville Middle School has made the commitment to mirror the goals of the Redesign Plan with the goals of the School Improvement Plan. The number of committees was increased to give teachers an increased leadership opportunity in their school. Each committee is headed by at least one chairperson, but many of the committees have co-chairs. This decision has increased leadership opportunities further for the teaching staff.

The description and role of the committees was distributed to the staff and they selected the committee for which they felt their strengths were best suited to serve the school and student body. A total of twelve staff members are now committee chairs that assist in decision making, data dissemination, and information distribution to the entire staff. This has made our transition to an adaptive school plan more fluid.

Reading Committee

Research and present basic practices for reading

Implementation of school-wide initiatives within your committees focus area – model

Report and refocus to body as a whole

Monitor and analyze SIP/SIG goals within focus area

Develop calendar for introduction and implementation of said initiatives

Writing Committee

Research and present basic practices for writing

Implementation of school-wide initiatives within your committees focus area – model

Report and refocus to body as a whole

Monitor and analyze SIP/SIG goals within focus area

Develop calendar for introduction and implementation of said initiatives

Stakeholder Committee

Parent involvement options

Community communication

Positive aspects of our school

Event development (How to Help Middle School Students with Homework workshop, 3 for Me, etc.)

Math Committee

Research and present basic practices reading

Implementation of school-wide initiatives within your committees focus area – model

Report and refocus to body as a whole

Monitor and analyze SIP/SIG goals within focus area

Develop calendar for introduction and implementation of said initiatives

Data Committee

Data Director and uses

AimsWeb test delivery and analysis

Monitor statistically relevant info – attendance/behavior patterns

Develop and deliver staff and student surveys

Affective Committee

Monitor and chart behavior patterns

Programs to improve

Respect initiatives

Attendance and discipline statistical tracking

Anti-bullying initiatives

Technology Committee

Increase technology in the building

Increase technology use in the building

Surveys of public

Increase technology use in the building
by students

Train staff on technology as needed
(set up P.D.)

Opportunities for Career Growth/Leadership at Roseville Middle School for Teaching Staff	
Teacher-in-Charge/Acting Principal	1 position
School Improvement Chair Person	1 position
Reading School Improvement Committee Chair	2 positions
Writing School Improvement Committee Chair	2 positions
Stakeholder School Improvement Committee Chair	1 position
Technology School Improvement Committee Chair	1 position
Math School Improvement Committee Chair	2 positions
Data School Improvement Committee Chair	2 positions
Affective School Improvement Committee Chair	2 positions
Math Department Head	2 positions
English Department Head	1 position
Science Department Head	1 position
Social Studies Department Head	1 position
Building Child Study Coordinator	1 position
Special Education MEAP Coordinator	1 position
IEP Coordinator	1 position
Building 504 Coordinator	1 position
Attendance Appeal Committee	2 positions
Behavior Review Committee	2 positions
Summer Math Camp Coordinator	1 position
Summer Reading Camp Coordinator	1 position
Facilitators of School Improvement Team	2 positions
Adaptive Schools Team	6 positions
Faculty Council	11 positions
Total Opportunities for Teacher Career Growth/Leadership	48 positions for 34 staff members

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

The administrators and teachers at Roseville Middle School (RMS) will implement a data based decision-making process using a three-tiered

model of instruction and/or intervention support to increase achievement for all students. Attachment A. We plan to provide job-embedded professional development. Attachment H. Technology and software will be purchased to diagnose student needs in a timely fashion. The utilization of data-based decision making process and research-based instructional practices and programs will ensure rapid and sustained improvement.

In order to increase achievement, teachers will administer assessments including Benchmark Universal Screening three times annually to identify students who are making adequate progress (Tier I), at risk (Tier II), or severely below grade level (Tier III). Diagnostic Assessments will be administered to students in Tier II and Tier III to identify intervention needs. Progress Monitoring will also be implemented for students in Tier II and Tier III and instructional adjustments will be made in the identified priority areas.

The RMS school improvement team will complete an intensive audit of resources for each of the big ideas for reading, to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system. Departmental data meetings will be held periodically to analyze assessment data and make instructional adjustments in the identified priority areas of reading.

Teachers, administrators, and students will utilize technology in conducting AIMSweb assessments, locally developed/selected assessments, data-based decision-making and to deliver content. Teachers, administrators and students will utilize laptops for ongoing Tier I-III Activities, to include AIMSweb, Web Quests, Research Activities, and other activities for core classes.

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to answer the following questions when reading complex text:

Step 1: What does the text say? Or What is the content of the text?

Step 2: How does the text say it? Or What techniques of craft and structure does the author use in the text?

Step 3: What does the text mean? Or what is the theme/thesis of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose—author's intent?

Step 4: What does the text mean to me?

Administrators and teachers will implement Read to Achieve and Spelling with Morphographs to students who place into Tier II. In addition, teachers will use *Corrective Reading* to promote reading accuracy (decoding), fluency, and comprehension skills of students who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted.

Finally, Roseville Middle School will develop and implement a Literacy Program that will start in the summer of 2011 and continue into the school year. Teachers will provide extended instructional time and tutoring after school for all students.

The school improvement team is committed to ensuring that students become proficient in writing and writing fluency. Writing protocols on Comparison/Contrast and Cause/Effect will be selected from Data Director and administered in the Fall to establish baseline data. Students (that are identified in the gap statement) will make a marked increase in achievement on interim assessments. Monitoring will be done through an ongoing discussion of student work/ assessment results (formative and summative). In addition, ongoing meetings will be convened to monitor implementation and impact of the plan.

Administrators and teachers will also use a data-based decision-making process using a three-tiered model of instruction/intervention support for writing including Benchmark Universal Screening three times annually to identify students who are making adequate progress (Tier I), at risk (Tier II), or severely below grade level (Tier III). Diagnostic Assessments will be administered to students in Tier II and Tier III to identify intervention needs. Progress Monitoring will also be implemented for students in Tier II and Tier III and instructional adjustments will be made in the identified priority areas.

The Roseville Middle School administrators and teachers will include the development of the highest learners by expanding the Advanced Math and Foreign Language classes to accommodate the seventh and eighth grade student population.

The RMS school improvement team will complete an intensive audit of resources for each of the big ideas for writing to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system. Departmental data meetings will be held periodically to analyze assessment data and make instructional adjustments in the identified priority areas of writing.

Administrators and staff will receive professional development for AIMSweb, administer the assessments school-wide and analyze the results.

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to write responses to the following questions after reading complex text:

Step 1: What does the text say or what is the content of the text?

Step 2: How does the text say it or what techniques of craft and structure does the author use in the text?

Step 3: What does the text mean or what is the theme/thesis of the text and how does the author's choice of content, structure, and craft combine to achieve his/her purpose and intent?

Step 4: What does the text mean to me?

Teachers in content areas using texts will teach students how to provide an appropriate written response to the text they are reading in the areas of: Summary/Restatement; analysis of the text structure, language, and perspective; analysis of the meaning of the text; and a reflection of what significance the text holds for the reader.

Teachers will provide prompt and appropriate scaffolding to help students improve their writing fluency. Students in all tiers will be participating in the writing tracker system.

Students engage in sustained writing for five minutes every day from a variety of sources: journals, personal narratives, reflection on what was read, etc. The goal is to improve their writing fluency so they record the type of writing and the number of words generated each day. Periodically these trackers are reviewed to determine what types of writing prompt was most productive and other valuable data.

The teacher provides students with the prompt and checks to be sure all students have paper and writing tools. The teacher sets a timer for five minutes. Students write uninterrupted for five minutes. When the timer indicates five minutes, the students immediately reread their writing and count the number of words generated.

Students record on the content area where they have written, the topic of the writing and the number of words on the writing tracker data sheet.

Students have an opportunity to write for fluency development every day. After the students have written for two or three weeks, they analyze their data, develop a line or bar chart, reflect on their progress (which content area renders the greatest number of words, the topic that produces the most words, etc.).

Administrators and teachers will receive professional development in and implement Reasoning and Writing to students who place into Tier II and Tier III. Reasoning and Writing uses a level system that combines instruction in writing with a strong skills orientation. From lesson to lesson, work on skills is integrated with writing. Students learn that spelling, punctuation, and grammar are essential to effective communication. Attachment A

In order to increase math achievement for all students, administrators and teachers will implement a three-tiered, data-based decision-making process similar to that mentioned above. Administrators and curriculum specialists will utilize the AIMSweb software to collect school-wide data on Engagement, Alignment and Rigor. Small Learning Communities will meet to analyze assessment and AIMSweb data and make instructional adjustments in the identified priority areas and guide students into the appropriate intervention. Administrators and staff will receive professional development for Carnegie Learning, implement the assessments, and analyze the results. Teachers will use Cognitive Tutor Software and books during instruction and generate weekly reports to progress monitor students. Finally, after identifying Tier II and Tier III students and their misconceptions in Mathematics, teachers will provide explicit and systematic instruction, use manipulatives, concrete models, visual representation, and instruction on solving word problems during Math Attack classes.

Finally, Roseville Middle School will develop and implement a Math Program that will start in the summer of 2010 and continue into the school year. Teachers will provide extended instructional time and tutoring after school for all students.

Roseville Middle School teachers will formatively assess students using the

TI Navigator System in all Mathematics classes. This includes Nspire Calculators, TI Navigator System and software, Smartboard screens with projector and software, and Calculator-based Data Collectors all of which will increase visualization and focus on the different representations (graph, table, symbolic) as well as increased use of

real-world applications. Using the Turning Technologies Response Card RF system, teachers will also be able to assess student's comprehension using real-time feedback. Turning Technologies' student response systems will help determine where students require more or less instruction, resulting in enhanced instruction and improved student performance. Students using this type of technology have demonstrated deeper understanding and greater abilities in drawing inferences, with the greatest gains made by low-achieving students.

Every other Wednesday, Roseville Middle School math teachers will meet with MISD mathematics consultants to review research and discuss and analyze instructional strategies (anticipating, questioning, interpreting, and responding). This will include observation of classroom instruction as well as videotaping and discussion of instruction using "I notice, I wonder" protocol.

Teachers will observe other math teachers' classrooms to record teacher strategies and student reactions during instruction. Collaboration with mathematics teachers will follow.

Teachers will review research and practice planning lessons that incorporate the strategies of anticipating, questioning, interpreting, and responding. Teachers and Math Coaches will use Differentiated Instruction aligned to the Common Core Standards to teach students Mathematics through the utilization of tiered lessons to target different ability levels. In addition, teachers will supplement daily instruction by reinforcing problem solving strategies and conceptual knowledge after school and during the summer.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

Using the methods of collecting data noted above (MEAP, Data Director, AimsWeb) staff members will use the RtI model that will provide ongoing assessments and analyze students in each sub-group and determine what tier of intervention or adjustment in instruction is needed for each student. We will then implement interventions that

are specific, targeted, and designed to make and sustain rapid gains in student achievement.

Roseville Middle School will use several methods of collecting data including MEAP, MI-Access, Data Director, AIMSweb, SuccessMaker, Cognitive Tutor software and locally developed assessments to collect and analyze student achievement data. Job-embedded professional development in data collection programs such as Data Director, school improvement, and departmental data meetings will ensure that all teachers can access and interpret the results in a timely fashion.

Data will be shared with parents through PowerBook, parent/teacher conferences, progress reports and report cards. We will also include a student improvement section in the monthly newsletter to keep parents informed of the progress of our school improvement plan.

Roseville Middle School will assess student achievement and progress monitor students utilizing the methods and assessments mentioned above to measure each student's progress and adjust instruction and/or place students into the appropriate tier of intervention as needed. Some of the assessments and methods that will be used include the MEAP, NAEP, Cognitive Tutor, SuccessMaker and local assessments that are developed in or selected from Data Director.

9. Provide increased learning time
 - a. Extended learning time for all students in the core areas....
 - b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education...
 - c. Teachers to collaborate, plan and engage in professional development...

The Roseville school district has agreed to regular collaboration time for the Roseville Middle School staff. The collaboration time

is expected to be at least one day per month in which students would start later in the day and teachers would work on teaching strategies, data collection and analysis, professional development and department progress in the area of common tests, strategic initiatives across the curriculum and input into our data systems.

The district has implemented multiple initiatives to provide increased learning time for all of our students, as well as increase collaboration time for our entire staff. Our Summer Math Camp is a five-week program for all of our middle school students that utilize instruction with an emphasis on hands-on activities and the Carnegie Math – Cognitive Tutor software. Our Literacy Improvement Program will be scheduled at the end of the summer and extended after the school day through mid-October for all students. After-school tutoring and/or Credit Recovery will be offered daily throughout the school year.

Roseville Middle School will increase the school day by a minimum of 20 minutes per day. Our current schedule begins at 7:45 a.m. and ends at 2:40 p.m. The extended learning time will be a solid block at the beginning or end of the day, but the time may be split at both ends of the day for bussing purposes.

Such a schedule might be 7:35 a.m. to 2:55 pm.

As the producer of the master schedule, Dave Rice, the building principal, will build a schedule in such a way that will allow for the stacking or blocking of multiple classes where needed, that will increase time in core areas. This will include, but not be limited to, attack classes in math and ELA abutting up to core area classes in the same grade level. He will attempt to schedule common preps for multiple core area teachers to collaborate on cross-curricular units or identification of students' strengths and weaknesses.

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Activity	Support	Hours
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Before/After School Tutoring	All students ELA/Math/Science	155
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Credit Recovery	At-risk students	72
Added Instruction Time	All students	60
	TOTAL	391

Administrators, staff, and parents have worked collaboratively with consultants employed by our primary external service provider, the Macomb Intermediate School District, to develop and implement interventions in a three tiered model that support data driven decision making and research based best practices for our students.

Letter of Agreement
between
Roseville Community Schools
and the
Roseville Federation of Teachers

In compliance with the State School Reform/Redesign Plan, the parties agree to add a minimum of 20 minutes of increased learning time per day (approximately 60 hours/year or 8.5 days/year) at Roseville Middle School. The extra time will impact academic teachers, elective teachers, special education teachers, counselors, and other support teachers.

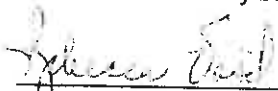
The addition time will be used for (a) instruction for all students in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction for all students in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

The daily increase in learning time will be in addition to other extended year and after school opportunities available to students and staff, and listed within the school district's School Reform/Redesign Plan.

Teachers will be compensated for the added time based on their contractual hourly rate.

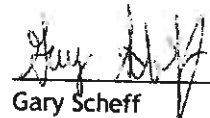
The plan will be finalized by August 2011, and implemented for the 2011/2012 school year.

Roseville Community Schools

 1-12-11

Rebecca Vasil Date
Deputy Superintendent

Roseville Federation of Teachers

 1-12-11

Gary Scheff Date
President

10. Provide ongoing mechanisms for family and community engagement

In order to increase family and community engagement, the Roseville Community Schools has formed a committee to oversee and monitor these initiatives. This committee will be

comprised of school board members, central office administrators, staff members, parents and community members. In addition, we will create a section in each monthly newsletter entitled "*School Improvement*". We are also in the process of making our parent/community survey more accessible. Parents from Roseville Middle School have attended transformation model meetings and are very supportive.

Attachment I

The district is committed to giving the turnaround specialist and Roseville Middle School sufficient operational flexibility to implement/support rapid, sustained improvement. These measures include interviewing and selecting staff members, financial resources, providing substitutes for school improvement meetings and activities, and the authority to schedule and provide interventions for students based on data collection and analysis.

After being notified by the State in April, 2010, our district began meeting with the major stakeholders which included central administration, building administration, school board members, union representation, staff, and the Macomb Intermediate School District. On May 6, 2010 a group of stakeholders attended the Michigan Department of Education "Race to the Top" meeting in Lansing. The stakeholders determined that the district should use the transformation model after using the state decision-making and planning tool. Each individual stakeholder analyzed the school profile which included building performance data and answering the key questions under each model. The Superintendent met with Board of Education members, community members and staff to update and inform them of the grant options and solicit their input. The overwhelming consensus of all the stakeholders confirmed that the transformation model was the proper choice for Roseville Middle School. The turnaround specialist was selected using the criteria provided by the MDE. Central Administrators, staff members from Roseville Middle School, parents, the turnaround specialist and Macomb Intermediate School District consultants have participated in a series of meetings and work sessions to

determine which initiatives would be most effective to increase student achievement at Roseville Middle School. Attachment J, Attachment K

- Mr. Rice and Mr. Bettin attend all Parent Club meetings, at which significant time is given for an informational report and feedback from parents on school improvement initiatives.
- Parents are encouraged to attend School Improvement activities, as well as participate in discussions within school improvement committees. Parents are encouraged to freely and actively be productive members within the school improvement organizational entity. Parents are invited to attend staff meetings where school improvement in the focus to give their input and receive updates.
- RMS is developing a Parent Resource Center. The Resource Center will be located in a room connected to our Time-Out room, conveniently situated by our main entrance for ease of parent access, and will be maintained by a Paraprofessional, who will always be assigned to the Time-Out area.
 - The room will contain an available computer with internet access for parents who may not have regular access to a computer at their home.
 - Audio and visual cd's related to middle school student and parent success.
 - Literature, periodicals, and individual articles on recent trends for school improvement, and parenting tools for the middle school level student.
 - MEAP practice materials
 - Books
- Parents will be encouraged to contribute any material they, along with the assistance of the principal, find appropriate to assist parents in the challenges of middle school education and parenting in the 21st Century.
- The principal and assistant principal of RMS will be holding monthly parent workshops that will encourage parents to get involved in their student's academic and extracurricular development during the middle school years. Roseville Middle school leadership will offer two meetings a month, one in the AM and the duplicate meeting in the PM, in an effort to

maximize the parents reached. This will allow parents the flexibility needed in today's society to remain or become involved in the school community. These workshops may include outside resources and presenters that are considered experts in a particular field. It is important that school leaders are directly involved in the presenting of these materials because school leadership believes it will strengthen community bonds and encourage confidence in school personnel. Workshop topics will/may include:

- Proper homework habits
 - The dangers of cyber-bullying
 - Understanding the MEAP test
 - The value of supportive behavior at home for corrective actions in school
 - Depression in youth and signs to look for
 - Scheduling and preparation for the high school years
 - Implications of AIMSweb testing
 - The need for school improvement initiatives
- Roseville Middle School will also develop partnerships with local businesses and municipalities to encourage real-life experiences for students in the form of service learning, field trips, and/or financial contributions that will aid in the purchase of materials that will enhance the educational environment at the school.

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title	Purpose	Frequency	Participants
Ad Hoc Committee	Oversight of redesign plan	Quarterly	Board members, administrators, parents, teachers
Parent Club	Enrich student educational experience, support student achievement	Monthly	Parents, teachers, administrators, students
Marketing Committee	Public Relations	Monthly	Parents, teachers, board members, administrators
Superintendent Discussion Group	Seek input and provide information and solutions	Monthly	Parents, teachers, board members, administrators
Parent Workshops	Improve parenting, support student learning	Monthly (Shared hosting between Eastland Middle School and Roseville Middle School)	Parents, teachers, administrators, board members outside experts
School Board Meetings	District oversight and management, student and staff recognition, community outreach	Bi-Monthly (minimum)	Parents, residents, businesses, students, board members, administrators
Parent-Teacher Conferences	support student learning	Three times per year	Students, parents, teachers, administrators, board members

Open House	Community outreach, support student achievement, ease transition to middle school	Once per year	Students, parents, teachers, administrators, board members
Student Orientation	Ease transition from elementary to middle School	Two days (Incoming 7 th and 8 th grade students) before school year begins	Students, parents, teachers, administrators
Parent Orientation	Ease transition from elementary to middle school	Once per year (parents of new incoming students)	Students, parents, teachers, administrators, board members
Roseville Community Schools Scholarship Dance	Provide scholarships for seniors	Once per year	Parents, teachers, administrators, board members, businesses

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title	Purpose	Frequency	Participants
Roseville Community Schools Golf Outing	Provide scholarships for seniors	Once per year	Board members, administrators, parents, teachers, businesses
Parent Resource Center	Support student learning, bullying prevention, increase parenting skills	Available anytime	Parents, teachers
National Junior Honor Society Induction	Induct and recognize student achievement and character	Once per year	Parents, students, teachers, administrators, board members
Roseville Community Schools Celebration	Community outreach, student and teacher recognition, support student achievement	Once per year (Held at the newly renovated Roseville High School)	Students, parents, teachers, board members, administrators, businesses
School Improvement Meetings	Support student achievement, manage redesign plan	Once per month (minimum)	Parents, teachers, administrators
Student, Parent, Staff Surveys	Gather perception data	Once per year (minimum)	Students, parents, teachers
Monthly Newsletter	Provide information on school improvement efforts, functions and events, student recognition,	Once per month	Students, parents, teachers, administrators, board members

	community outreach		
PowerSchool Parent Portal	Support student achievement (allows parents to view student grades)	Continuous	Parents, teachers, administrators
School Dances	School to home relations, etiquette, socialization	Quarterly	Students, parents, teachers, administrators
Key Communicator Program	Provides an ongoing vehicle for school – parent communication	Continuous	Parents, administrators
Cable Channel	Inform community of events, recognize student and staff achievement	Continuous	Students, parents, teachers, administrators, board members, businesses

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

Roseville Middle School staff and administration have mutually agreed to an Adaptive Schools model that encourages professional learning communities and increases the opportunity for staff led decision making and shared decision making.

Roseville Middle School staff will attend training and implement the *Adaptive Schools Model*. This model will increase and support staff collaboration, team building and cultural shifting to build the capacity of Roseville Middle School to focus and implement the School Improvement Plan. Our team of six teachers will provide leadership for the remainder of the staff to integrate PLC ideologies into our school community.

Another opportunity for staff leadership includes a second team of three teachers that are attending "*Facilitators of School Improvement*" to bring to the staff the concept of data-driven decision making for our students and community. Both of these are a series of intensive training that ingrains school leadership and decision making in staff members.

These sessions will support schools with their school improvement process including working with Michigan's School Improvement Framework, Professional Learning Communities, North Central Accreditation and the Education Yes!

Roseville Middle School has made the commitment to mirror the goals of the Redesign Plan with the goals of the School Improvement Plan. The number of committees was increased to give teachers an increased leadership opportunity in their school. Each committee is headed by at least one chairperson, but many of the committees have co-chairs. This decision has increased leadership opportunities further for the teaching staff.

The description and role of the committees was distributed to the staff and they selected the committee for which they felt their strengths were best suited to serve the school and student body. A total of twelve staff members are now committee chairs that assist in decision making, data dissemination, and information distribution to the entire staff. This has made our transition to an adaptive school plan more fluid.

Reading Committee

Research and present basic practices for reading

Implementation of school-wide initiatives within your committees focus area – model

Report and refocus to body as a whole

Monitor and analyze SIP/SIG goals within focus area

Develop calendar for introduction and implementation of said initiatives

Writing Committee

Research and present basic practices for writing

Implementation of school-wide initiatives within your committees focus area – model

Report and refocus to body as a whole

Monitor and analyze SIP/SIG goals within focus area

Develop calendar for introduction and implementation of said initiatives

Stakeholder Committee

Parent involvement options

Community communication

Positive aspects of our school

Event development (How to Help Middle School Students with Homework workshop, 3 for Me, etc.)

Math Committee

Research and present basic practices reading

Implementation of school-wide initiatives within your committees focus area – model

Report and refocus to body as a whole

Monitor and analyze SIP/SIG goals within focus area

Develop calendar for introduction and implementation of said initiatives

Data Committee

Data Director and uses

AimsWeb test delivery and analysis

Monitor statistically relevant info – attendance/behavior patterns

Develop and deliver staff and student surveys

Affective Committee

Monitor and chart behavior patterns

Programs to improve

Respect initiatives

Attendance and discipline statistical tracking

Anti-bullying initiatives

Technology Committee

Increase technology in the building

Increase technology use in the building

Surveys of public

Increase technology use in the building
by students

Train staff on technology as needed
(set up P.D.)

Opportunities for Career Growth/Leadership at Roseville Middle School for Teaching Staff	
Teacher-in-Charge/Acting Principal	1 position
School Improvement Chair Person	1 position
Reading School Improvement Committee Chair	2 positions
Writing School Improvement Committee Chair	2 positions
Stakeholder School Improvement Committee Chair	1 position
Technology School Improvement Committee Chair	1 position
Math School Improvement Committee Chair	2 positions
Data School Improvement Committee Chair	2 positions
Affective School Improvement Committee Chair	2 positions
Math Department Head	2 positions
English Department Head	1 position
Science Department Head	1 position
Social Studies Department Head	1 position
Building Child Study Coordinator	1 position
Special Education MEAP Coordinator	1 position
IEP Coordinator	1 position
Building 504 Coordinator	1 position
Attendance Appeal Committee	2 positions
Behavior Review Committee	2 positions
Summer Math Camp Coordinator	1 position
Summer Reading Camp Coordinator	1 position
Facilitators of School Improvement Team	2 positions
Adaptive Schools Team	6 positions
Faculty Council	11 positions
Total Opportunities for Teacher Career Growth/Leadership	48 positions for 34 staff members

In order to effectively work as a cohesive team the building administration and teaching staff have agreed to items on the Macomb County Walkthrough form below. The activities, instructional practices, and check-list approach allow principals the ability to quickly

identify practices within any given classroom at any given time.

Teachers have a clear understanding of exactly what building administration will be looking for during both quick classroom observations and extended observations used during the teacher evaluation process.

Macomb County Walkthrough

Teacher:	Grade:	Course:
Class Type:		Observer:
Observation Date:	<input type="checkbox"/> First third <input type="checkbox"/> Middle third <input type="checkbox"/> Last third	Approximate number of students oriented to work <input type="checkbox"/> All/Most <input type="checkbox"/> About 3/4 th <input type="checkbox"/> About Half <input type="checkbox"/> About 1/4th <input type="checkbox"/> Few//None
Observation Time:		

Stated Objective / Core Standard	Observed Objective / Core Standard	Congruence <input type="checkbox"/> Congruent <input type="checkbox"/> Partial <input type="checkbox"/> Non-congruent
---	---	---

DOMINANT STUDENT ACTIVITY <i>(Mark one in first column. Mark all those observed in second column.)</i>			DOMINANT TEACHER ACTIVITY
<input type="checkbox"/> Large group work <input type="checkbox"/> Small group work <input type="checkbox"/> Individual work <input type="checkbox"/> Other _____	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Warm Up/Review <input type="checkbox"/> Watching video <input type="checkbox"/> Using technology <input type="checkbox"/> Taking assessment <input type="checkbox"/> Lab / Activity </div> <div> <input type="checkbox"/> Reading (see below) <input type="checkbox"/> Writing (see below) <input type="checkbox"/> Dialogue _____ <input type="checkbox"/> Other _____ </div> </div>	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group <input type="checkbox"/> Individual work <input type="checkbox"/> Monitoring student work <input type="checkbox"/> Other _____	

POWERFUL INSTRUCTIONAL PRACTICES: <i>(Mark all noted)</i>	
<input type="checkbox"/> Connects prior learnings in relation to new <input type="checkbox"/> Provides relevant information and examples <input type="checkbox"/> Uses quality questioning techniques <input type="checkbox"/> Uses metacognition and modeling <input type="checkbox"/> Elicits active participation <input type="checkbox"/> Checks for understanding	<input type="checkbox"/> Provides guided practice with corrective feedback <input type="checkbox"/> Uses feedback that promotes learning <input type="checkbox"/> Compares, contrasts, classifies (student) <input type="checkbox"/> Has talk which is positive (learning environment) <input type="checkbox"/> Provides for differentiated learning <input type="checkbox"/> Provides opportunities for student inquiry

Reading Analysis			
Types of Text Reading	Levels of Inquiry		
<input type="checkbox"/> Recreational (Fiction) <input type="checkbox"/> Textual (Non-Fiction) <input type="checkbox"/> Functional (Real World)	Initial/Basic <input type="checkbox"/> Special Detail <input type="checkbox"/> Action, Reason, Sequence	Interpretation <input type="checkbox"/> Inference <input type="checkbox"/> Extended Meaning	Analysis <input type="checkbox"/> Critical Anal. <input type="checkbox"/> Strategies

Writing Analysis		
Modes of Discourse <input type="checkbox"/> Argument <input type="checkbox"/> Informational <input type="checkbox"/> Personal Narrative	Response to Content <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Workbooks <input type="checkbox"/> Constructed Response <input type="checkbox"/> Answer Questions <input type="checkbox"/> Quickwrite <input type="checkbox"/> Other	Personal Reflection <input type="checkbox"/> Journaling <input type="checkbox"/> Blogging <input type="checkbox"/> Quickwrite

Other comments (if more space needed, use the back side of this sheet):

The Principal, with the support of the Superintendent and Roseville Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the RMS building philosophy. Assignment to the school will be made based on the mutual consent of the Principal and the Teacher, and will be made without regard to seniority. For further information with regards to this agreement please references the October 11, 2010 memo that defines the district ability to assign teachers administratively located in Attachment E.

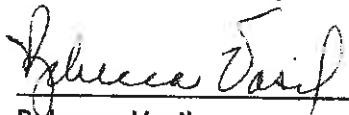
It is important to note that Roseville Community Schools is also committed to the principal evaluation being connected to student achievement as evidenced in the Letter of Agreement below.

Letter of Agreement
between
Roseville Community Schools
and the
Roseville Principals Association

The parties agree to negotiate a revised process for the annual evaluation of all principals that will incorporate the requirements of the Revised School Code Sections 380.1249 (inclusion of student growth data as a significant factor in the evaluation), 380.1250 (use of job performance and job accomplishments, including student growth, as significant factors in determining compensation and additional compensation), and 380.1280c (requirement for collective bargaining).

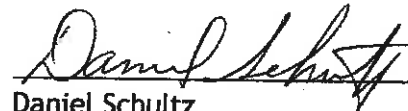
The parties further agree to reach resolution no later than August 1, 2011.

Roseville Community Schools


Rebecca Vasil
Deputy Superintendent

1/14/11
Date

Roseville Principals Association


Daniel Schultz
President

1-14-11
Date

B3-D Increased time for student learning and staff collaboration

Increasing Learning Time and Mechanisms for Community-Oriented Schools

Requirement 1

Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.

The Roseville school district has agreed to regular collaboration time for the Roseville Middle School staff. The collaboration time is expected to be at least one day per month in which students would start later in the day and teachers would work on teaching strategies, data collection and analysis, professional development and department progress in the area of common tests, strategic initiatives across the curriculum and input into our data systems.

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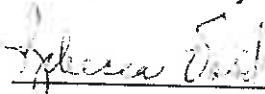
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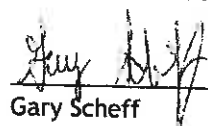
The plan will be finalized by August 2011, and implemented for the 2011/2012 school year.

Roseville Community Schools


Rebecca Vasil
Deputy Superintendent


Date

Roseville Federation of Teachers


Gary Scheff
President


Date

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

The Roseville Community Schools has chosen the Macomb Intermediate School District, Pearson, and McGraw-Hill as its external service providers. We will work with the Michigan Department of Education and the MISD to select additional approved external service providers as necessary.

The following items are permissible elements of the transformation model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional \$ to attract and retain staff.

Study committees have been convened by the Macomb Intermediate School District, the Michigan Association of School Personnel Administrators and other professional organizations, to develop new or modified evaluation systems that will comply with the requirements of Sections 1249 and 1250 of the Michigan School Code. Representatives of both Administration and the Roseville Federation of Teachers are participating with these various committees.

In addition, Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code, which mandates the inclusion of student growth data as a significant component of annual teacher and principal/administrator evaluations. (Attachment II, pg. 160)

The Macomb County committee is now working to create a companion document that will address the requirements of Section 1250 of the Revised School Code. Section 1250 directs the district to consider job performance and job accomplishments, as assessed in the annual evaluations, as a significant factor in determining compensation or additional compensation for teachers and principals/administrators.

While details of the plan have yet to be worked out, the district and the teachers' union have developed a preliminary list of incentives that may be used for teachers who have increased student achievement.

- Opportunity to attend a professional conference or in-service
- Additional classroom supplies that may enhance the teacher's lesson delivery beyond the normal classroom plan.
- Reserved parking for a specified period of time.
- Tickets to district events, such as the Scholarship Foundation Dance or Scholarship Foundation Golf Outing.
- A lunch or multiple lunches at the district hospitality restaurant, the L.B. Williams Room.
- Clerical support for the day that will include, but not be limited to, making copies and the typing assignments or tests.
- A gift card from a variety of local food establishments and/or entertainment venues.

Administration is currently in negotiations with the Roseville Federation of Teachers to establish guidelines and procedures for the revised evaluation process, with the intent of having a finalized document by August 1, 2011. The focus for both sides is adoption of a format that will assess a broad range of teaching standards, as exemplified by the Charlotte Danielson evaluation model. The parties have adopted a formal Letter of Agreement outlining their plan. Representatives of the Principals and Directors organizations are involved in similar discussions with

Central Office, in regard to the annual evaluations of principals/administrators.

The district and the Roseville Federation of Teachers have agreed to a schedule of negotiation sessions, designed to meet the requirements of the revised school code sections 340.1249, 340.1250, and 340.1280c. The first meeting will be held the week of February 21, 2011, with subsequent sessions planned biweekly until agreement is reached on a modified teacher evaluation process. The deadline for achieving resolution is August 1, 2011.

Roseville Middle School staff and administration have mutually agreed to an Adaptive Schools model that encourages professional learning communities and increases the opportunity for staff led decision making and shared decision making.

Roseville Middle School staff will attend training and implement the *Adaptive Schools Model*. This model will increase and support staff collaboration, team building and cultural shifting to build the capacity of Roseville Middle School to focus and implement the School Improvement Plan. Our team of six teachers will provide leadership for the remainder of the staff to integrate PLC ideologies into our school community.

Another opportunity for staff leadership includes a second team of three teachers that are attending "*Facilitators of School Improvement*" to bring to the staff the concept of data-driven decision making for our students and community. Both of these are a series of intensive training that ingrains school leadership and decision making in staff members.

These sessions will support schools with their school improvement process including working with Michigan's School Improvement Framework, Professional Learning Communities, North Central Accreditation and the Education Yes!

Roseville Middle School has made the commitment to mirror the goals of the Redesign Plan with the goals of the School Improvement Plan. The number of committees was increased to give teachers an increased leadership opportunity in their school. Each committee is

headed by at least one chairperson, but many of the committees have co-chairs. This decision has increased leadership opportunities further for the teaching staff.

The description and role of the committees was distributed to the staff and they selected the committee for which they felt their strengths were best suited to serve the school and student body. A total of twelve staff members are now committee chairs that assist in decision making, data dissemination, and information distribution to the entire staff. This has made our transition to an adaptive school plan more fluid.

2. Institute a system for measuring changes in instructional practices that result from professional development.

Roseville Middle School has demonstrated their commitment to using data and scientifically based research to guide tiered instruction for all students in a variety of ways. Collaboration efforts involving staff, administration and Macomb Intermediate School District consultants resulted in the staff deciding to change their school improvement strategies to robust data-driven research-based initiatives, programs and assessment tools, including Benchmark Universal Screening, SuccessMaker, AIMSweb, Data Director, Carnegie Learning, Cognitive Tutor Software, locally developed assessments and Progress Monitoring. These protocols will empower the staff to diagnose student needs in a timely fashion and adjust instruction and implement necessary interventions to make significant gains in achievement.

The district will be working with the Macomb Intermediate School District using the *Adaptive Schools Model* which is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.

Tools and Talk are data, reflective dialogue, and action for classrooms and school improvement. This training will help schools use protocols that ignite conversations among colleagues about classroom practices that lead to school improvement and greater student achievement. These conversations will center on change. The tools generate data that may serve as valuable benchmarks for school leadership teams' consideration and action.

- Administrators and teachers will participate in a 2-day **Tools and Talk** professional development to provide administrators and teachers with a set of protocols and common language to support self reflection by teachers regarding their classroom practices.
- Teachers/Administrators will examine protocols to gain and understanding of the quality instructional benchmarks listed.
- Teachers will meet with administrator/coach sharing content gleaned from a classroom observation. Observer will use the classroom protocol data to conduct a dialogue exchange. *This training is referenced in Attachment F.*
- In order to effectively work as a cohesive team the building administration and teaching staff have agreed to items on the Macomb County Walkthrough form below. The activities, instructional practices, and check-list approach allow principals the ability to quickly identify practices within any given classroom at any given time. Teachers have a clear understanding of exactly what building administration will be looking for during both quick classroom observations and extended observations used during the teacher evaluation process.

• **Macomb County Walkthrough**

Teacher:	Grade:	Course:
Class Type:		Observer:
Observation Date:	<input type="checkbox"/> First third <input type="checkbox"/> Middle third <input type="checkbox"/> Last third	Approximate number of students oriented to work <input type="checkbox"/> All/Most <input type="checkbox"/> About 3/4 th <input type="checkbox"/> About Half <input type="checkbox"/> About 1/4th <input type="checkbox"/> Few//None
Observation Time:		

Stated Objective / Core Standard	Observed Objective / Core Standard	Congruence <input type="checkbox"/> Congruent <input type="checkbox"/> Partial <input type="checkbox"/> Non-congruent
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DOMINANT STUDENT ACTIVITY (Mark one in first column. Mark all those observed in second column.)			DOMINANT TEACHER ACTIVITY
<input type="checkbox"/> Large group work <input type="checkbox"/> Small group work <input type="checkbox"/> Individual work <input type="checkbox"/> Other _____	<input type="checkbox"/> Warm Up/Review <input type="checkbox"/> Watching video <input type="checkbox"/> Using technology <input type="checkbox"/> Taking assessment <input type="checkbox"/> Lab / Activity	<input type="checkbox"/> Reading (see below) <input type="checkbox"/> Writing (see below) <input type="checkbox"/> Dialogue _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group <input type="checkbox"/> Individual work <input type="checkbox"/> Monitoring student work <input type="checkbox"/> Other _____

POWERFUL INSTRUCTIONAL PRACTICES: (Mark all noted)	
<input type="checkbox"/> Connects prior learnings in relation to new <input type="checkbox"/> Provides relevant information and examples <input type="checkbox"/> Uses quality questioning techniques <input type="checkbox"/> Uses metacognition and modeling <input type="checkbox"/> Elicits active participation <input type="checkbox"/> Checks for understanding	<input type="checkbox"/> Provides guided practice with corrective feedback <input type="checkbox"/> Uses feedback that promotes learning <input type="checkbox"/> Compares, contrasts, classifies (student) <input type="checkbox"/> Has talk which is positive (learning environment) <input type="checkbox"/> Provides for differentiated learning <input type="checkbox"/> Provides opportunities for student inquiry

Reading Analysis			
Types of Text Reading	Levels of Inquiry		
<input type="checkbox"/> Recreational (Fiction) <input type="checkbox"/> Textual (Non-Fiction) <input type="checkbox"/> Functional (Real World)	Initial/Basic <input type="checkbox"/> Special Detail <input type="checkbox"/> Action, Reason, Sequence	Interpretation <input type="checkbox"/> Inference <input type="checkbox"/> Extended Meaning	Analysis <input type="checkbox"/> Critical Anal. <input type="checkbox"/> Strategies

Writing Analysis		
Modes of Discourse <input type="checkbox"/> Argument <input type="checkbox"/> Informational <input type="checkbox"/> Personal Narrative	Response to Content <input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Workbooks <input type="checkbox"/> Constructed Response <input type="checkbox"/> Answer Questions <input type="checkbox"/> Quickwrite <input type="checkbox"/> Other	Personal Reflection <input type="checkbox"/> Journaling <input type="checkbox"/> Blogging <input type="checkbox"/> Quickwrite

- Other comments (if more space needed, use the back side of this sheet):

- ---

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

Letter of Agreement
between
Roseville Community Schools
and the
Roseville Federation of Teachers

In compliance with the State School Reform/Redesign Plan, the parties agree to add a minimum of 20 minutes of increased learning time per day (approximately 60 hours/year or 8.5 days/year) at Roseville Middle School. The extra time will impact academic teachers, elective teachers, special education teachers, counselors, and other support teachers.

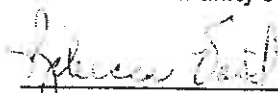
The addition time will be used for (a) instruction for all students in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction for all students in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

The daily increase in learning time will be in addition to other extended year and after school opportunities available to students and staff, and listed within the school district's School Reform/Redesign Plan.

Teachers will be compensated for the added time based on their contractual hourly rate.


The plan will be finalized by August 2011, and implemented for the 2011/2012 school year.

Roseville Community Schools

 1-12-11

Rebecca Vasil Date
Deputy Superintendent

Roseville Federation of Teachers

 1-12-11

Gary Scheff Date
President

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

Roseville Middle School has demonstrated their commitment to using data and scientifically based research to guide tiered instruction for all students in a variety of ways. Collaboration efforts involving staff, administration and Macomb Intermediate School District consultants resulted in the staff deciding to change their school improvement

strategies to robust data-driven research-based initiatives, programs and assessment tools, including Benchmark Universal Screening, SuccessMaker, AIMSweb, Data Director, Carnegie Learning, Cognitive Tutor Software, locally developed assessments and Progress Monitoring. These protocols will empower the staff to diagnose student needs in a timely fashion and adjust instruction and implement necessary interventions to make significant gains in achievement.

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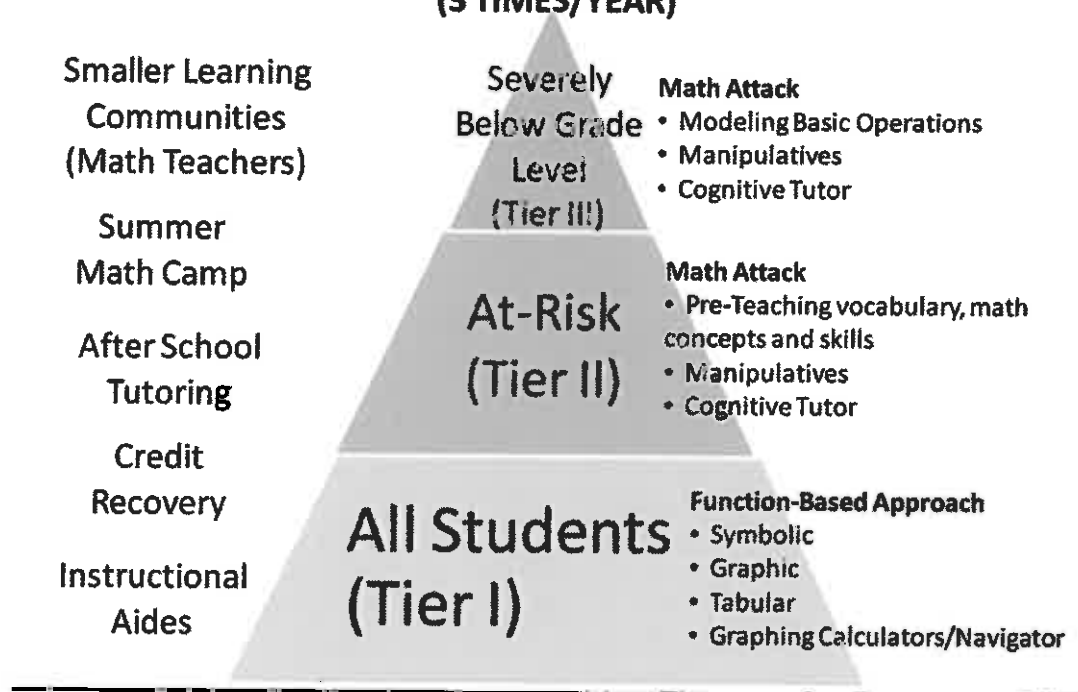
5. Implement a school wide Response to Intervention model.

Roseville Middle School has demonstrated their commitment to using data and scientifically based research to guide tiered instruction for all students in a variety of ways. Collaboration efforts involving staff, administration and Macomb Intermediate School District consultants resulted in the staff deciding to change their school improvement

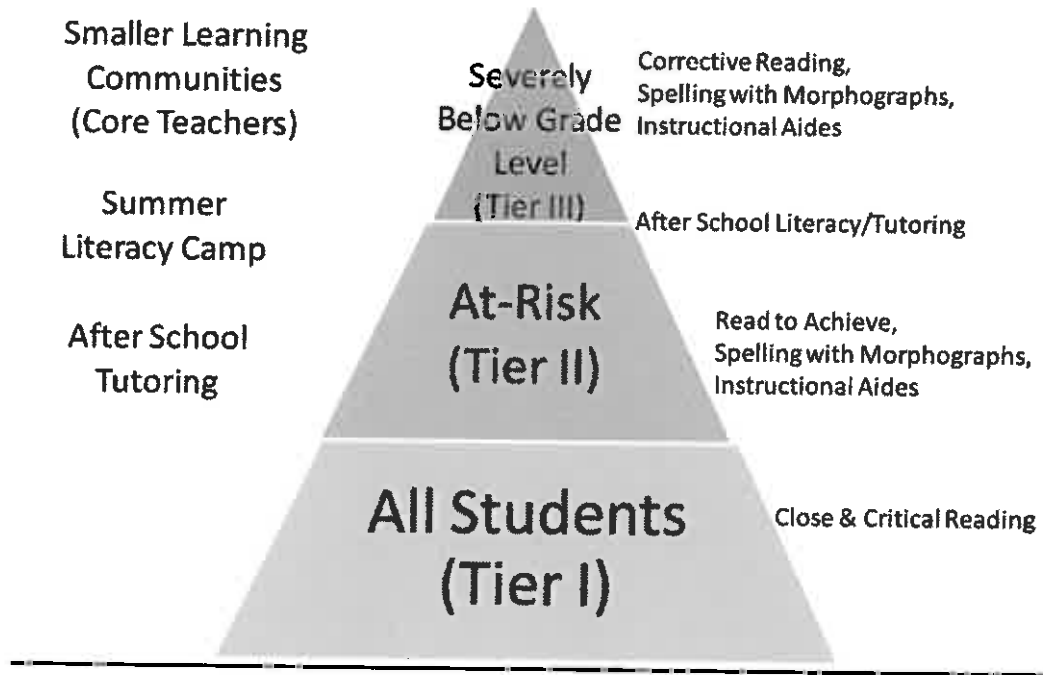
strategies to robust data-driven research-based initiatives, programs and assessment tools, including Benchmark Universal Screening, SuccessMaker, AIMSweb, Data Director, Carnegie Learning, Cognitive Tutor Software, locally developed assessments and Progress Monitoring. These protocols will empower the staff to diagnose student needs in a timely fashion and adjust instruction and implement necessary interventions to make significant gains in achievement.

Attachment A

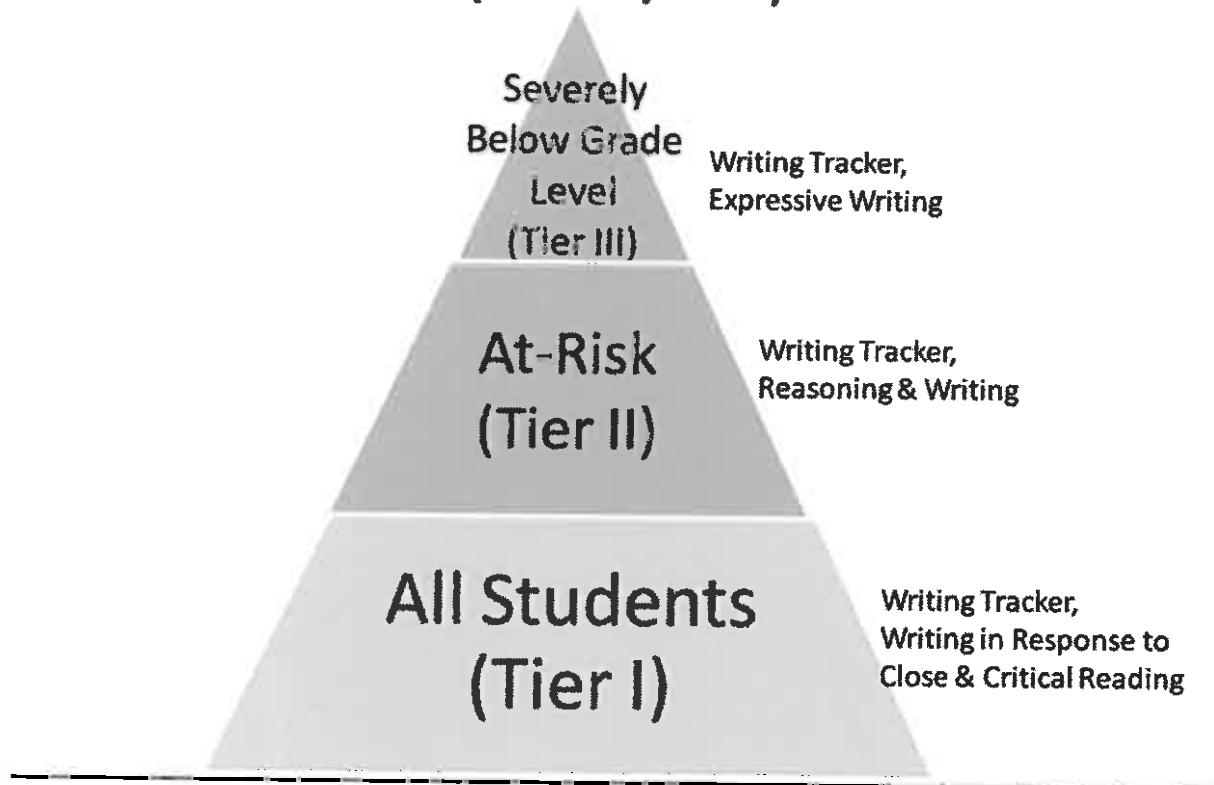
MATH - UNIVERSAL SCREENING (3 TIMES/YEAR)



READING - UNIVERSAL SCREENING (3 TIMES/YEAR)



WRITING - UNIVERSAL SCREENING (3 TIMES/YEAR)



6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.

To assure that all resources are aligned with the interventions, staff will receive training and professional development on the strategies that we are implementing. The Assistant Superintendent and Curriculum Director will work with the Roseville Middle School Administration and School Improvement Team to coordinate all the interventions associated with the transformation model.

Bi-lingual programs through the MISD provide academic tutors for our English Language learners.

Roseville Middle School will use co-teaching opportunities to provide the least restrictive environment. Co-teaching is a best practice approach for ensuring that all students make progress in the general curriculum. Professional development for co-

teaching is included in the timeline below. The Co-Teaching Workshop will provide detailed information about effectively planning, implementing, and evaluating co-teaching practices. Participants will explore both the conceptual and operational aspects of this innovative approach including collaborative skills that can help co-teaching teams succeed.

7. Use and integrate technology-based interventions.

Student Interventions, Professional Development and Technology Interventions at Roseville Middle School

<u>Activity</u>	<u>Activity will Support</u>	<u>Staffing/Materials/Supplies/Equipment needed to support Activity</u>	<u>Cost Estimate</u>	<u>Funding Source</u>	<u>Activity Provider</u>	<u>Timeline for Implementation</u>
Academic Room	Core Academics	1.0 FTE Instructional Aide	\$22,780	Section 31A	RMS staff	Year 1
Literacy coaches	Reading and writing comprehension in core classes	3 literacy coaches @ \$45/hour 2 times per week (12 hours per week) for 36 weeks	\$58,320	School Improvement Grant Years 1/2/3	Macomb ISD	Year 1
After School Tutoring	Extended Learning Time	Teaching staff @ \$22/hour	\$4,226.21	Section 31A Year 1/2/3	RMS Staff	Year 1
Summer Math Camp	Extended Learning Time	Carnegie Licenses, 6 Teachers	\$11,214.35	Section 31A/ MISD Year 1/2/3	RMS Staff	Year 1
Summer Literacy Improvement Camp	Extended Learning Time	Teachers, Transportation	\$6,000	Section 31A Year 1/2/3	RMS Staff	Year 1
Coaching Hour	At-risk students in general education classes	Staffing for a class period per day that every teacher serves as a coach in a core academic classroom in addition to their normal class load.	\$519,259.11	Section 31A Year 1/2/3	RMS staff through 31A funding	Year 1
ELA Attack classes	ELA Tier II and III students	Curriculum	\$84,630.24	Section 31A Year 1/2/3	RMS Staff	Year 1
Math Attack classes	Math Tier II and III students	Curriculum	\$134,973.58	Section 31A Year 1/2/3	RMS Staff	Year 1
Writing Tracker	Tier I students	Training	N/A	N/A	MISD	Year 1
Professional Learning Communities Collaborative Math Training	Math	Substitute teachers	\$2,782	Title II	Macomb ISD	Year 1
Adaptive Schools Model Training	Leadership Capacity of Staff	6 staff @ \$225 Substitutes @ \$100/day		Title II	Macomb ISD	Year 1
Professional Learning Communities	ELA	Substitute teachers	\$2,763	Title II	Macomb ISD	Year 1

Collaborative ELA Training						
Facilitators of School Improvement Training	School Improvement	Substitute teachers	\$1,675	Title II	Macomb ISD	Year 1
The Principal Series	Leadership Capacity	Support Program	\$75	Title II	Macomb ISD	Year 1
Reading Apprenticeship Training and Program	ELA Tier I students	Substitute teachers, consumables	\$1,600	District Funded Section 31A	Macomb ISD	Year 1/2/3
Corrective Reading Training and program	ELA Tier II and III students	Consumables, training	\$10,957.20	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Expressive Writing Training and program	ELA Tier II and III students	Consumables, training	\$2,353.50	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Read to Achieve Training and program	ELA Tier II and III students	Consumables, training	\$27,620.30	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Reasoning and Writing Training and program	ELA Tier II and III students	Consumables, training	\$14,951.40	School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Spelling with Morphographs Training	ELA Tier II and III students	Consumables, training		School Improvement Grant Year 1/2/3	McGraw-Hill	Year 1/2/3
Math Instructional Aides	Math Tier II and III	1@	\$	Section 31A		Year 1/2/3
Ames Web Testing	Student achievement	Training, license fees 575 @ 5.00	\$7,375	School Budget	Pearson	Year 1
Data Director	Data-driven decision-making	Program and training	N/A	N/A	Macomb ISD	Year 1
Power School	Student Achievement and Parent Communication	Program and training	N/A	N/A	Macomb ISD	Year 1
Success Maker		40 licenses @ \$948/license	\$37,920	School Improvement Grant 1/2/3	Pearson	Year 1/2/3
Carnegie	Math Tier I students	150 licenses @ 42.50/license + \$30/student for workbooks	\$10,875	School Improvement Grant 1/2/3	Carnegie	Year 1/2/3
Creation of ELA/Math Designated computer lab	Tier I	40 desktop computers, 2 printers, 2 scanners, consumable computer materials (paper, ink, toner, etc)	\$16,500	Roseville Community Schools District Bond	Roseville Middle School	Year 1
TI-Nspire and	Math Tier I, II, III	160 TI – Nspires and Navigator Training	\$25,000	RMS School	Texas Instrument	Year 1/2

Navigator software	students achievement			Budget	s	
Interactive White Boards	Math Tier I, II, III support	5 Interactive White Boards, Software, teacher training	\$9,000	School Improvement Grant	SMART&S ES	Year 1/2/3
ELMO Projectors	ELA, MATH Tier I	25 ELMO Projectors	\$14,725	School Improvement Grant	Aver Media	Year 1/2/3
Digital Projectors	Tier I	53 Ceiling Mounted Projectors (\$693/projector, \$169/ceiling mount + electrical costs)	\$45,686	School Improvement Grant	Hitachi	Year 1/2/3
96" Projector Screens	Tier I	53 Projector Screens (\$127/screen)	\$6,731	School Improvement Grant	Draper Luma	Year 1/2/3
Response Card RF	Tier I	1 Response Card RF Classroom Interactive Solution Set	\$1,337	School Improvement Grant	Turning Technologies	Year 1

8. Increase rigor through such programs as AP, IB, STEM, and others.

Not Applicable

9. Provide summer transition programs or freshman academies

Our Summer Math Camp is a five-week program for all of our middle school students that utilize instruction with an emphasis on hands-on activities and the Carnegie Math – Cognitive Tutor software. Our Literacy Improvement Program will be scheduled at the end of the summer and extended after the school day through mid-October for all students.

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

Not Applicable

11. Establish early warning systems to identify students who may be at risk of failure.

Roseville Middle School will administer the AimsWeb screening test to all current and incoming students to identify at-risk individuals. The Roseville Middle School staff will use the AimsWeb progress monitoring system to frequently ensure that students are progressing at an acceptable rate.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

Not Applicable

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

Not Applicable

14. Implementing approaches to improve school climate and discipline

Not Applicable

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Not Applicable

16. Allow the school to be run under a new governance arrangement.

Not Applicable

17. Implement a per pupil school based budget formula weighted based on student needs.

Not Applicable

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.
3. Screen all existing staff and rehire no more than 50 per cent.
4. Select new staff.
5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.
6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff
7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)
8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.
9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

10. Establish schedules and implement strategies that provide increased learning time.
11. Provide appropriate social-emotional and community-oriented services and supports for students.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model
2. A new school model (themed, dual language academy, etc.)

Attachment C—Restart Model

The following items are required elements of the Restart model. Give a brief description after each requirement as to how it will be implemented.

1. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization that has been selected through a rigorous review process.
2. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Attachment D—School Closure

The following items are required elements of the Restart model. Give brief description after each requirement as to how it will be implemented.

1. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.
2. The receiving schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.